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ABSTRACT

This quarterly publication announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It should be of particular interest to teachers, curriculum specialists, supervisors, and administrators involved in curriculum development or the use of instructional materials in the teaching-learning setting. Each abstract, a condensation of the report in about 200 words, usually includes the means used to develop the material, the setting for use of the material, and source of available copies. Abstracts are included under the following sections: Agricultural, Business and Office, Distributive, Health Occupations, Home Economics, Industrial Arts, Technical, Trade and Industrial, and General Vocational and Technical Education. An author index, document number index, and subject index are provided. Most of the documents which have not been announced in "Research in Education" are available as a separate microfiche set from the ERIC Documents Reproduction Service (VT 011 551). Others are available from the source identified in the abstract. (CD)

ED041159

ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

SPRING 1970

ERIC
CLEARINGHOUSE ON
VOCATIONAL AND
TECHNICAL EDUCATION

VT011510

The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Comprehensive and Vocational Education Research, U. S. Office of Education. It serves a catalytic role in establishing consortia to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;
2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;
3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;
4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;
5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and inservice education program;
6. TO PROVIDE A NATIONAL INFORMATION RETRIEVAL, STORAGE, AND DISSEMINATION SYSTEM FOR VOCATIONAL AND TECHNICAL EDUCATION LINKED WITH THE EDUCATIONAL RESOURCES INFORMATION CENTER LOCATED IN THE U. S. OFFICE OF EDUCATION.

ED041159

Abstracts of
Instructional Materials
in
Vocational and Technical Education

SPRING 1970

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1900 Kenny Road, Columbus, Ohio 43210

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PREFACE

Abstracts of Instructional Materials in Vocational and Technical Education (AIM) and the companion publication Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) announce the availability of documents acquired and processed by the ERIC Clearinghouse on Vocational and Technical Education. AIM includes abstracts of materials typically designed for teacher use or student use in the classroom, and annotations of bibliographies or lists of instructional materials. It will be of particular interest to teachers, curriculum specialists, supervisors and administrators involved in the use of instructional materials in the teaching-learning setting, or in curriculum development. ARM incorporates abstracts of research and other materials which are useful to a wide audience of users such as researchers, supervisors, teacher educators, education specialists, administrators, teachers and others who have an interest in vocational and technical education. These publications prepared by the ERIC Clearinghouse on Vocational and Technical Education are published quarterly beginning with the Fall 1967 issue.

The ERIC Clearinghouse on Vocational and Technical Education is a division of the Center for Research and Leadership Development in Vocational and Technical Education located at The Ohio State University and is one of the clearinghouses of the Educational Resources Information Center (ERIC-USOE). With the growth of vocational and technical education programs, there is an increasing need for accessible information that can be used in developing logical chains of reasoning for research activities, for improving school practices and for shortening the theory-practice gap. This Clearinghouse is striving to provide a useful and vital function in dissemination of information on vocational and technical education. ARM and AIM give visibility to a document-based information system which constitutes an on-going data bank of research and resource materials in vocational and technical education. Following are some of the benefits derived from this data base:

* A central source of information to be reviewed and synthesized into state-of-the-art papers, critical reviews, interpretive papers, etc.

* A resource which includes different kinds of materials, e.g., instructional materials, descriptive reports, survey reports, dissertations, conference proceedings, program plans or procedures, research reports.

* Provision for availability of primary source materials through the ERIC Document Reproduction Service (EDRS) and/or other distribution agencies.

* A source of bibliographies and a resource for development of bibliographies.

* A source of materials for different user groups (i.e., administrators, supervisors, teacher educators, teachers, legislative and advisory bodies) with information needs in such diverse areas as teaching and learning, manpower needs and requirements, research design and methodology, evaluation.

Since this Clearinghouse is a component of a larger information system, ERIC, it is logical that certain similarities among publications exist. In this regard the format of ARM and AIM is similar to that of Research in Education (RIE)[1], the primary publication of the Educational Resources Information Center (ERIC). RIE

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[1] Research in Education is published 12 times a year. The first issue was no. 1, November 1966. Subscription: Domestic $21.00 a year; foreign $5.25 additional. Single copy: Domestic, $1.75. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

includes abstracts from all ERIC Clearinghouses. The abstracts of materials reported in AIM relate specifically to the educational field of vocational and technical education and constitute a segment of ERIC, the national information system for American education.

In addition to the two quarterly publications, Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), and Abstracts of Instructional Materials in Vocational and Technical Education (AIM), other publications will be issued from time to time. These will typically concern themselves with reviewing and synthesizing information in specific areas of vocational and technical education, e.g., Review and Synthesis of Research in Technical Education; Agricultural Education; Home Economics, etc., and with reviewing and synthesizing information related to topical areas such as the economics of vocational and technical education.

We are indebted to our colleagues within the profession for their cooperation in forwarding materials to the clearinghouse and for their suggestions and comments which have materially assisted in the development of this program. We anticipate further refinement and improved procedures with the continued assistance of our advisory committee.

Robert E. Taylor
Director

INTRODUCTION

Organization of ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Abstracts of Instructional Materials in Vocational and Technical Education relies upon two basic formats--resumes and indexes--to serve the browser and those seeking specific information. The resumes are organized according to vocational service groupings in the first section of the document. Under each grouping, the resumes are arranged by Vocational Technical (VT) number which is an identification number assigned to reports as they are processed. Resumes contain an abstract which indicates the contents of a document in two hundred words or less. Additional components of a resume are explained in a diagram on page ix immediately preceding the resume section.

Several indexes are located after the resume section to provide specific approaches to documents reported in the resume section. These indexes are:

Subject and Identifier Index
Personal and Institutional Author Index
Document Number Index
Conversion of Document Number (VT to ED or MP, ED or MP to VT)

All of the indexes refer to page numbers in this publication to enable the reader to quickly locate any resume of interest.

Availability of AIM

AIM is published quarterly (Fall, Winter, Spring, Summer). The first issue began Fall 1967. At this time the four issues for the period Fall 1967 - Summer 1968 and the AIM-ARM Annual Indexes are available only on microfiche or facsimile copy. Annual subscriptions are available beginning with Fall 1968. Microfiche or facsimile copy for all previous issues may be ordered from ERIC Document Reproduction Service, The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Please write to EDRS for order forms.

ED 013 337	Fall 1967 AIM	MF - $ .75	or	HC - $ 9.35
ED 015 336	Winter 1967 AIM	MF - $1.00	or	HC - $10.50
ED 017 745	Spring 1968 AIM	MF - $ .75	or	HC - $ 9.95
ED 020 441	Summer 1968 AIM	MF - $ .75	or	HC - $ 8.95
ED 022 064	AIM-ARM Annual Index 1967-68	MF - $ .50	or	HC - $ 6.30
ED 023 936	Fall 1968 AIM	MF - $ .75	or	HC - $ 9.30
ED 028 302	Winter 1968 AIM	MF - $ .75	or	HC - $ 8.45
ED 030 769	Spring 1969 AIM	MF - $ .75	or	HC - $ 8.70
ED 032 433	Summer 1969 AIM	MF - $ .75	or	HC - $ 8.30
ED 034 075	Fall 1969 AIM	MF - $ .75	or	HC - $ 8.90
ED 036 652	AIM-ARM Annual Index 1968-69	MF - $ .50	or	HC - $ 5.80
ED (See Jul. '70 RIE)	Winter 1969 AIM	MF - $ .75	or	HC - $ 8.50

Subscriptions for hard copy may be initiated with the Fall 1968 issue, or subsequent issues. Send order indicating quarter and year that subscription is to begin to:

AIM-ARM
ERIC Clearinghouse
The Center for Vocational and Technical Education
1900 Kenny Road
Columbus, Ohio 43210

Availability of Materials Reported in AIM

A basic concept of the ERIC system is to make known the availability of the full text of materials abstracted. Most of the materials processed into the ERIC system with an ERIC Document (ED) number will be available from the ERIC Document Reproduction Service (EDRS) in the form of microfiche or facsimile copy. There is an EDRS availability line with each abstract which indicates if a document may be obtained from EDRS. Microfiche or facsimile copy must be ordered by ED (ERIC Document) number since EDRS is not set up to respond to requests for materials by subject, author, or title. If a document is not available from EDRS, the agency and address from which the document may be obtained is in the resume. AIM and ARM indexes can be used to determine ED numbers which relate to problem areas. Always check the most current issue of RIE in the section, How to Order ERIC Document Reproductions for the latest price schedules and ordering procedure for microfiche (MF) and facsimile copy, called hard copy (HC).

Materials with ED numbers are announced in Research in Education (RIE) as well as AIM or ARM. These are available as individual documents through EDRS or another source. Documents with VT numbers only are not announced in RIE but are included in AIM and ARM. They are not available as individual documents from EDRS but as part of a VT-ERIC set. Microfiche for an individual document in one of these sets is obtainable only through purchase of the set or from agencies that have this set and have the capability of reproducing microfiche. Reports in these sets are identified in the resume by the phrase MF AVAILABLE IN VT-ERIC SET. The documents are grouped in VT number sequence in the microfiche set for each issue of AIM or ARM. Each set is announced in RIE under a single (ED) number. The Fall 1967 - Summer 1968 Microfiche Collections contain documents with VT numbers only and ED documents. Beginning with Fall 1968, the microfiche set contains the documents which have only VT numbers. Thus the microfiche collection for a particular issue of ARM now contains the items in that issue of AIM which have the statement, MF AVAILABLE IN VT-ERIC SET, in the resume. These sets may be ordered from EDRS. Information to be used in ordering the sets for AIM follows:

AIM Microfiche Collections

AIM	ED Number	Microfiche
Fall 1967	ED 013 339	$22.25
Winter 1967	ED 015 349	$40.25
Spring 1968	ED 017 746	$54.00
Summer 1968	ED 020 442	$53.00
Fall 1968	ED 022 971	$38.50
Winter 1968	ED 028 305	$41.00
Spring 1969	ED 030 770	$58.00
Summer 1969	ED 032 434	$86.00
Fall 1969	ED 034 074	$70.00
Winter 1969	ED (See Jul. '70 RIE)	$58.75

It should be noted that organizations which have standing orders with EDRS for the total microfiche collections in RIE will automatically receive the ARM and AIM microfiche collections. If an organization wishes to order only the materials abstracted by VT-ERIC which are announced in RIE and are on microfiche, a standing order may be initiated with EDRS for a VT-ERIC package. This package will automatically include the ARM and AIM microfiche collections. Contact EDRS for information about cost of current or retrospective VT-ERIC packages.

Availability Key for Materials Reported in AIM

Accession Number	Availability on Microfiche
ED number supplied	ERIC Document Reproduction Service (EDRS) provided that the information is shown on EDRS price line.
ED appears with reference to an RIE issue (e.g., ED (See Aug. '69 RIE)	If a price is given for microfiche, the fiche is unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. After assignment of numbers has been made by Central ERIC, the Conversion of Document Number Index in each succeeding issue of AIM will include numbers for documents listed with an ED and RIE date in the previous issue.
VT number only supplied	Available on microfiche in VT-ERIC set from EDRS as indicated.
Items not available through EDRS or in a VT-ERIC set will usually have a source of availability cited on the availability line in the abstract.	

ERIC Document Reproduction Service (EDRS)

The ERIC Document Reproduction Service (EDRS) is operated by The National Cash Register Company. Request order forms from:

EDRS
The National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

Prices for microfiche and/or hard copy undergo occasional changes which become effective when announced in Research in Education. EDRS prices cited in AIM and ARM reflect the prices in effect at the time of publication. Retrospective use of AIM and ARM requires attention to the most recent price schedules and ordering information which is available in a current issue of RIE.

Scope of the Clearinghouse

The Clearinghouse on Vocational and Technical Education is responsible for acquiring, processing, and disseminating through the ERIC system, research reports, instructional materials, information analysis products and other resource materials related to vocational and technical education. In addition to this general area, coverage includes the specific occupational fields of agricultural education, business and office occupations education, distributive education, health occupations education, home economics education, technical education, trade and industrial education, and new sub-professional fields. The clearinghouse scope also encompasses the related fields of industrial arts education, manpower economics, occupational psychology, and occupational sociology. The following subject categories when specifically oriented to vocational-technical education and its related fields are included in the scope of the clearinghouse: administration and supervision, curriculum, employment and occupations, evaluation and measurements, facilities and equipment, historical studies, individuals with special needs, instructional materials and devices, philosophy and objectives, research design and development, occupational guidance and other student personnel services, students, teachers, teacher education, teaching and learning.

Acquisitions

The adequacy of information in this publication, as well as other services of this clearinghouse, is directly related to the extensiveness of the information acquired and processed into the system. This Clearinghouse has assumed the initiative in obtaining as much of the available information as possible. However, it is impossible for any organization to achieve complete and comprehensive coverage of a field as vast as vocational education without the cooperation and assistance of the profession. The growth and ultimate effectiveness of the system require supplemental efforts of its users. Any person in the vocational or technical field is invited to forward to the Clearinghouse two copies of items relating to vocational-technical education for possible inclusion in the system. Questions relating to this endeavor should be directed to the Acquisitions Specialist at the Clearinghouse.

Abbreviations

AIM	*Abstracts of Instructional Materials in Vocational and Technical Education*
ARM	*Abstracts of Research and Related Materials in Vocational and Technical Education*
ED	ERIC Document
EDRS	ERIC Document Reproduction Service
ERIC	Educational Resources Information Center
HC	Hard copy
MF	Microfiche
RIE	*Research in Education*
VT	Vocational-Technical

SAMPLE RESUME

VT 002 079   ED 017 657

Karnes, James B.

Medical Record Technology, A Course of Study Designed for Cooperative Part-Time Students Employed in Medical Record Libraries.

Missouri State Dept. of Education, Jefferson City. Industrial Education Section
Missouri Univ., Columbia. Dept. of Industrial Education

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS.

Industrial Education, 103 Industrial Education Building, University of Missouri, Columbia, Missouri 65201 ($1.50).

Pub Date - Aug64 136p.

*STUDY GUIDES; *HEALTH OCCUPATIONS EDUCATION; GRADE 11; POST SECONDARY EDUCATION; ASSIGNMENTS; *COOPERATIVE EDUCATION; STUDENT RECORDS; *MEDICAL RECORD TECHNICIANS

Designed for use by eleventh grade cooperative part-time students employed in medical record libraries, this guide may also be used in area vocational or post-high school settings. It was developed by a consultant committee, teacher educators, and research assistants at the state level and revised after use in the field... ....An analysis of medical record technology and progress records to be completed by the employer, teacher, and student are included. The material should be used with related instruction for individual students by a qualified coordinator or competent health occupations teacher. (JK)

Accession Number--an identification number sequentially assigned to reports as they are processed

Author(s)--the individual(s) who prepared the report.

EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hardcopy.

Report Number

If item cited appeared originally in a journal, a journal citation would appear here.

Publication Date

Total number of printed pages in the report, including cover and appendices.

Identifier, if any--acronyms, geographical areas, conferences, organizations, tests (e.g. Binet), etc. Only the major identifiers preceded by an asterisk are printed in the index.

Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, means of development, subject-matter content, teacher competency, student requirements, and description of supplementary materials if available.

If ED is followed by numbers, item has been announced in Research in Education. If ED is not followed by numbers, the issue of RIE in which the abstract is scheduled to appear follows the ED prefix.

Title of report.

Institutional source--the organization responsible for the report.

Sponsoring Agency--would appear here if different than Institutional Source.

Grant Number and Program Area Number would also appear on this line.

Commercial, institutional, and other sources of availability if known at time of printing. Cost is included.

Descriptors--the subject terms assigned by an indexer to characterize the contents of a report. Only the major terms, those preceded by an asterisk, are printed in the index.

Abstractor's Initials.

Availability Key for Materials Reported in AIM

Accession Number:	Availability on Microfiche
ED number supplied	ERIC Document Reproduction Service (EDRS) provided the information is shown on EDRS price line.
ED appears with reference to an RIE issue (See Nov. '69 RIE)	If a price is given for microfiche, the fiche is unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. After assignment of numbers has been made by Central ERIC, the Conversion of Document Number Index in each succeeding issue of AIM will include numbers for documents listed with an ED and RIE date in the previous issue.
VT number only supplied	Available on microfiche in VT-ERIC set from EDRS as indicated.
Items not available through EDRS or in a VT-ERIC set will usually have a source of availability cited on the availability line in the resume.	

ERRATA

1. VT 004 773, appearing on page 56 of AIM Fall 1969, should include the following institutional author:

   Marathon County Board of
   Vocational, Technical and
   Adult Education
   Wasau, Wis.

2. VT 007 507, appearing on page 57 of AIM Fall 1969, should include the following availability statement:

   Superintendent of Documents
   U.S. Government Printing Office
   Washington, D.C. 20402
   (FS5.287:87026, $.30)

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AGRICULTURAL EDUCATION SECTION

VT 000 276
Donaldson, C. Fred, And Others
A Training Program for Vocational Agriculture in Livestock and Poultry.

Louisiana State Univ., Baton Rouge
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 127p.

*CURRICULUM GUIDES; *LIVESTOCK; *POULTRY; *VOCATIONAL AGRICULTURE; FOOD PROCESSING OCCUPATIONS; MARKETING; COOPERATIVE EDUCATION; BUSINESS EDUCATION; HUMAN RELATIONS; SALESMANSHIP; PRACTICAL MATHEMATICS; *OFF FARM AGRICULTURAL OCCUPATIONS; *CURRICULUM GUIDES; AGRICULTURAL ENGINEERING

These units of instruction were designed to give basic preparation for job training in one of the off-farm agricultural occupations. The objective is to prepare high school students for job entry in the field of livestock and poultry products, especially the marketing, slaughtering, processing, and distribution of meat, milk, and their products. Each unit includes the objective, competencies to be developed, student motivation, lesson outlines, and unit evaluation. The units are: (1) Auxiliary Pumps, Piping, and Air Compressors, (2) Electrical Power, Service and Maintenance, (3) Refrigeration, (4) Plant Sanitation, (5) Hydraulic Systems, (6) Truck Operation and Maintenance of Gasoline and Diesel Engines, (7) Marketing Poultry and Poultry Products, (8) Marketing, Slaughtering, and Distributing Livestock and Livestock Products, (9) Marketing Milk and milk Products, (10) Processing Milk and Milk Products, (11) Growth and Destruction of Micro-Organisms, (12) Orientation to Supervised Occupational Experience Programs, (13) General Principles of Business in Relationship to Livestock and Poultry Occupations, (14) Human Relations, (15) Agricultural Salesmanship, and (16) Mathematical Calculations. (PS)

VT 000 278
Gaspard, Curren J., And Others
A Training Program for Vocational Agriculture in Farm Machinery Sales and Service.

Louisiana State Dept. of Education, Baton Rouge. Vocational Education Div.
Louisiana State Univ., Baton Rouge
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 276p.

*AGRICULTURAL EDUCATION; *AGRICULTURAL ENGINEERING; *AGRICULTURAL MACHINERY OCCUPATIONS; *AGRICULTURAL MACHINERY; *CURRICULUM GUIDES; COURSE CONTENT

High school juniors or seniors and out-of-school youth and adults who desire training for job entry in farm machinery sales and service are persons who would be served by this course. It was planned to develop an understanding of the broad field of farm machinery and the many service occupations open to young men who have had background training related to this occupational family. Each unit includes objectives, competencies to be developed, student motivation, and lesson outlines. The units are: (1) Metal Fusion and Fabrication (Welding), (2) Advanced Application of Welding Techniques, (3) Specialized Application of Welding Equipment, (4) Assembly and Demonstration of Agricultural Machinery and Equipment. (5) Mechanical Power Transfer Systems, (6) Hydraulic Power Transfer Systems, (7) Adjustment, Maintenance, and Repair of Tillage and Planting Machinery, (8) Adjustment, Maintenance, and Repair of Spraying, Dusting, and Fertilizing Equipment, (9) Adjustment Maintenance and Repair of Crop Harvesting Machinery, (10) Adjustment, Maintenance and Repair of Small Gasoline Engines, (11) Tractor Tune-Up and Maintenance, (12) Gasoline Tractor Engine Systems, (13) Diesel Engine Systems, (14) Tractor Repair and Overhaul, (15) Soil Preparation, (16) Preparation of Seed Bed and Planting Crops, (17) Fertilizers and Fertilization, (18) Cultivation of Farm Crops, (19) Insect and Disease Control, (20) Harvesting, Processing, and Storing Farm Crops, (21) Organization of Agricultural Machinery Dealerships (22) Functions of Business Management in Agricultural Machinery Dealerships, (23) Agricultural Machinery Service Department Operating Procedures, (24) Agricultural Machinery Parts Department Operating Procedures, (25) Agricultural Salesmanship, and (26) Human Relations in Agricultural Occupations. (PS)

VT 000 358
Meat Processing; Post High School Course in Vocational Agriculture. Policies, Procedures, and Course Outline for Teachers of Agriculture in South Carolina.

Clemson Univ., S.C., Dept. of Agricultural Education
South Carolina State Dept. of Education, Columbia
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec64 12p.

*FOOD PROCESSING OCCUPATIONS& *AGRICULTURAL EDUCATION; *CURRICULUM GUIDES; *MEATS; *MEAT PACKING INDUSTRY; *POST SECONDARY EDUCATION

This meat processing course guide is designed for post high school youth between the ages of 17 and 25, preferably high school graduates, but may include non-high school graduates or those already employed in meat processing. The purpose of the course is to provide basic training in cutting and packaging meats and meat products for retail trade and frozen food locker plants. The first part outlines policies and procedures including purpose, need, enrollment, course content, schedule, teaching aids, teaching facilities, supplies and equipment, and special teachers. The second part outlines the course of study and includes 23 units such as preparing cattle and hogs for slaughter, studying the beef carcass, and cutting for forequarter. The course is scheduled for 300 hours. The document includes a list of references. (JM)

VT 000 361
Crop and Soil Technology. A Guide for Providing Instruction for 11th or 12th Grade Vocational Education in Agriculture.

North Carolina State Board of Education, Raleigh. Curriculum Lab.
North Carolina Univ., Raleigh. N.C. State Univ. Dept. of Agricultural Education
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date-- Jun64 49p.

*SOIL SCIENCE; PLANT SCIENCE; GRADE 11; GRADE 12; *CURRICULUM GUIDES; *AGRICULTURAL OCCUPATIONS; *VOCATIONAL AGRICULTURE; *SUPERVISED FARM PRACTICE; *AGRONOMY

The objectives of the course are to enable students to develop: understanding of occupational opportunities and educational requirements in crop and soil technology, understanding of physical and chemical aspects of plant growth, understanding of chemical and physical properties of soil and water management, understanding of plant and soil relationships, understanding of agricultural chemicals, and knowledge and skill necessary for the application of practices involved in crop production, management, and marketing. Units include: (1) Introduction, Orientation, and Guidance, (2) Ecology and Plant Growth, (3) Physical and Chemical Aspects of

Plant Growth, (4) Crop Improvement Through Plant Breeding, (5) Plant Diseases and Insects, (6) Agricultural Chemicals Relationship to Plant Growth and Production, (7) Soil and Water Management, (8) Crop Production, (9) Marketing Crops, and (10) Agricultural Occupations in Crops and Soils. Each unit includes specific objectives, sub-units, suggested resources, and suggested teaching-learning activities. A 36-week course calendar, suggested references, basic facilities and equipment, and suggestions for supervised practice programs are included. (JM)

VT 000 372
Agricultural Machinery Sales and Service (A Student Study Guide). Agribusiness and Education Series.

Alabama State Dept. of Education, Montgomery. Agricultural Education Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr66 23p.

*AGRICULTURAL MACHINERY; SECONDARY GRADES; *STUDY GUIDES; *AGRICULTURAL MACHINERY OCCUPATIONS; *VOCATIONAL AGRICULTURE; *AGRICULTURAL ENGINEERING

The senior high school student may use this guide either with or without supervision. Suggested study questions, learning activities, and references are given for these units: (1) Occupational Opportunities, (2) Machinery Dealership, (3) Service Department, (4) Operating Procedures, (5) Farm Machinery Assembly, (6) Mechanical Power Transmission, (7) Hydraulic Power Transmission, (8) Spraying and Fertilizing Machinery, (9) Drop Harvesting Machinery, (10) Electric Motors, (11) Tractor Tune-Up and Maintenance, (12) Gasoline Tractor Engine Overhaul, (13) Diesel Engine Systems, and (14) Selection of Machinery. (EM)

VT 000 373
Sellers, L.L.
Farm Management (A Specialized Course Outline for Vocational Agriculture Students).

Alabama State Dept. of Education, Montgomery. Agricultural Education Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 10p.

SECONDARY GRADES; *VOCATIONAL AGRICULTURE; *FARM MANAGEMENT; *CURRICULUM GUIDES; * AGRICULTURAL PRODUCTION

The following major units are outlined: (1) Exploring Employment Opportunities in Farm Management, (2) Planning and the Farm Business, (3) Machinery Selection and Use, (4) Farm Records and Accounting, (5) Financing the Farm Business, (6) Marketing Farm Products, (7) Farm Partnerships and Agreements, (8) Contract Farming, (9) Insurance, (10) Wills, (11) Deeds, Mortgages and Real Estate, (12) Farm and Home Mechanics, (13) Salesmanship, (14) Personnel Management, and (15) Leadership Activities. References are made to a 16-item bibliography. (EM)

VT 000 374
Lewis, H.N.; Rawls, B.F.
Commercial Horticulture, Sales and Service (A Specialized Course Outline for Vocational Agriculture Students).

Alabama State Dept. of Education, Montgomery. Agricultural Education Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 10p.

*ORNAMENTAL HORTICULTURE OCCUPATION; *ORNAMENTAL HORTICULTURE; SECONDARY GRADES; *VOCATIONAL AGRICULTURE; *CURRICULUM GUIDES

The outline covers the following major units: (1) Occupational Opportunities, (2) Determining Whether to Grow Vegetables and Fruits Commercially, (3) Possible Truck Crops and Fruits for Alabama Production, (4) Selection of Land for Commercial Horticultural Production, (5) Cultural Practices for Commercial Horticulture, (6) Marketing Commercial Horticultural Crops, (7) Operating, Repairing, and Maintaining Small Power and Other Tools and Equipment, (8) Welding, (9) Small Building Construction, (10) Water Systems and Plumbing, (11) Electricity, and (12) Leadership, References are made to a 33-item bibliography. (EM)

VT 000 375
Rawls, Byron F.; Lewis, H.N.
Commercial Horticulture, Sales and Service (A Student Study Guide). Agribusiness Education Series.

Alabama State Dept. of Education, Montgomery. Agricultural Education Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May66 12p.

*VOCATIONAL AGRICULTURE; *HORTICULTURE; *AGRICULTURAL PRODUCTION; SECONDARY GRADES; *STUDY GUIDES; *FIELD CROPS

Students may use this guide individually or under supervision. Suggested study questions, learning activities, and references are given for: (1) occupational opportunities, (2) determining whether to grow vegetables and fruits commercially, (3) possible truck crops and fruits for Alabama production, (4) selection of land for commercial horticultural crop production, (5) cultural practices for commercial horticulture, and (6) marketing commercial horticultural crops. From two to ten suggested references are listed for each unit. (EM)

VT 000 376
Sellers, L.L.; Lewis, H.N.
Swine Production, Sales and Service (A Specialized Course Outline for Vocational Agriculture Students).

Alabama State Dept. of Education, Montgomery. Agricultural Education Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 12p.

*CURRICULUM GUIDES; *SECONDARY GRADES; *VOCATIONAL AGRICULTURE; AGRICULTURAL OCCUPATIONS; *LIVESTOCK; *SWINE

Course objectives are: to help students develop an understanding of the livestock industry and develop their abilities to organize and apply technical knowledge, to give students experience in basic production management, marketing and services of the livestock industry, to give students opportunities to develop their skills and abilities to service management, to demonstrate their leadership abilities through participation in school and community activities, and to develop in students a sense of responsibility through participation in their student organization. The following teaching units are outlined: occupational opportunities, breeding, feeding, management, marketing, laws affecting livestock production and marketing, livestock services, farm mechanics and engineering, supervised practice programs, and leadership development. Laboratory experiences are suggested for each unit and readings are suggested from the bibliography. (EM)

VT 000 377
Sellers, L.L.; Lewis, H.N.
Swine Production, Sales and Service (Student Study Guide). Agribusiness Education Series.

Alabama State Dept. of Education, Montgomery. Agricultural Education Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr66 14p.

*STUDY GUIDES; *VOCATIONAL AGRICULTURE; *SWINE; *LIVESTOCK

This is intended primarily as a guide for supervised study by teachers and students in a special course. Questions, learning activities, and suggested references for the following topics are included: breeding, feeding, management, marketing, laws affecting livestock production and marketing, and livestock service. (EM)

VT 000 383
Rawls, Byron F., Ed.; Hall, Thach, Ed.
Ornamental Horticulture for Vocational Agriculture in Alabama (A Reference Unit). Agribusiness Education Series.

Alabama State Dept. of Education, Montgomery. Agricultural Education Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb66 322p.

*SUPPLEMENTARY TEXTBOOKS; *VOCATIONAL AGRICULTURE; *ORNAMENTAL HORTICULTURE; *ORNAMENTAL HORTICULTURE OCCUPATIONS; RESOURCE MATERIALS

The primary purpose of this publication is to provide a reference for students as teachers for a special course in ornamental horticulture. Chapters are: (1) Explaining Occupational Opportunities in Ornamental Horticulture, (2) Identifying Ornamental Horticulture Plants, (3) Plant Propagation, (4) Using Soil and Other Plant Growing Media, (5) Floral Crop Production, (6) Nursery Plant Production, (7) Controlling Plant Insects, Plant Diseases, and Other Plant Disorders, (8) Constructing, Maintaining and Using Plant Growing Structures, (9) Merchandising Horticultural Plants and Supplies, (10) Developing the Landscape Design or Plan, and (11) Establishing and Caring for Lawns and Turfs. Pamphlets and bulletins available from the Department Of Agriculture and State Extension Services are listed by topic. (PA)

VT 000 401
Utzinger, James D.
Suggested Reference Materials for Teachers of Vocational Horticulture.

American Nurserymen, Chicago, Ill.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 4p.

*BIBLIOGRAPHIES; *VOCATIONAL AGRICULTURE; *ORANMENTAL HORTICULTURE OCCUPATION; *ORNAMENTAL HORTICULTURE; *INSTRUCTIONAL MATERIALS

Books, booklets, magazines, and periodicals published from 1951 to 1965 are included in this bibliography of instructional materials. Addresses of publishers and distributors of materials and costs for the 33 citations are included. (DM)

VT 000 515
Farm Forestry (AG 400), Laboratory Manual.

North Carolina State Board of Education, Raleigh. Curriculum Laboratory
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 48p.

*FORESTRY OCCUPATIONS; *FORESTRY; TREES; *STUDY GUIDES; *STUDENT PROJECTS; *AGRICULTURAL EDUCATION; POST SECONDARY EDUCATION; TECHNICAL EDUCATION; ENGINEERING GRAPHICS

Guidelines for laboratory experiences in a post secondary course in forestry are given in this manual. Unit areas include: a general field trip, use of compass and chain, surveying a traverse, mapping and lettering, a fire tower field trip, and thinning and pruning. An identification key, textual material, illustrations, tables, maps and exercises are included. "Lettering Exercises for Engineers and Draftsmen," by Paul B. Leonard, is given in the appendix for use by students in developing lettering skill. (JM)

VT 000 517
Agricultural Construction. A Guide for Providing Instruction for 11th or 12th Grade Vocational Education in Agriculture.

North Carolina State Board of Education, Raleigh. Curriculum Lab.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education
North Carolina Univ., Raleigh. N.C. State Univ. Dept. of Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun64 42p.

*VOCATIONAL AGRICULTURE; *AGRICULTURAL ENGINEERING; *CARPENTRY; MASONRY; ELECTRICITY; *FARM STRUCTURES; *CURRICULUM GUIDES; GRADE 11; GRADE 12

Vocational agriculture teachers and local planning groups may use this guide in developing programs related to specific occupations. It is designed to enable students to develop an understanding of the principles and concepts essential in the construction of farm buildings and facilities and to develop necessary skills. Specific objectives of the course treat employment opportunity, structural design, materials, costs, drafting, blueprint reading, planning, skills, and safety. Major units include: (1) Introduction, Orientation and Guidance, (2) Farm Carpentry, (3) Course and Masonry, (4) Water and Waste Disposal, and (5) Rural Electrification. Each unit is described in terms of subunits and problem areas, suggested resources, and suggested teaching-learning activities. References and suggestions for basic facilities, equipment, and supervised practice programs are included. (JM)

VT 000 518
Agricultural Business Operation and Management. A Guide for Course Planning for 11th or 12th Grade Vocational Education in Agriculture.

North Carolina State Board of Education, Raleigh. Curriculum Lab.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education
North Carolina Univ., Raleigh. N.C. State Univ. Dept. of Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun64 33p.

*VOCATIONAL AGRICULTURE; *CURRICULUM GUIDES; FARM MANAGEMENT; COOPERATIVE EDUCATION; GRADE 11; GRADE 12; *OFF FARM AGRICULTURAL OCCUPATIONS; BUSINESS

This guide for vocational agriculture covers some of the aspects of agricultural business operation and management. The objectives are to help students: explore occupational opportunities; to become acquainted with training needs; to understand economic laws and principles, business functions, financial accounting; and to gain experience in solving business problems. The major units included are: Introduction, Orientation and Guidance, Economic Environment of the Agricultural Industry, Farm Business, and Non-Farm Agricultural Businesses. Each unit is outlined to include subunits, problem areas, suggested resources and teaching-learning activities. References and audio-visual aids are listed. Suggestions are included for supervised practice programs. (JM)

VT 000 521
Livestock and Poultry Technology: A Guide for Providing Instruction for 11th or 12th Grade Vocational Education in Agriculture.

North Carolina State Board of Education, Raleigh. Curriculum Lab.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education
North Carolina Univ., Raleigh. N.C. State Univ. Dept. of Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun64 35p.

*CURRICULUM GUIDES; ANIMAL SCIENCE; *AGRICULTURAL PRODUCTION; *LIVESTOCK; GRADE 11; GRADE 12; *VOCATIONAL AGRICULTURE; POULTRY

The objectives of this course are to enable students to: (1) become acquainted with occupational opportunities, (2) understand anatomy, physiology, nutrition and genetics, (3) understand fundamentals and economics of animal health, (4) understand economic relationships, (5) develop skills in application to production and marketing, and (6) understand factors of success in the livestock and poultry industry. A 36-week calendar of the course of study is included. Major units in the course are: (1) Introduction, Orientation and Guidance, (2) Genetics and Breeding, (3) Physical and Chemical Aspects of Animal Growth, (4) Animal Health, Disease Prevention, and Parasite Control, (5) Livestock and Poultry Production, and (6) Analyzing Situations and Developing Logical Plans of Action. Each unit is organized to include subunits, problem areas, suggested resources, and teaching-learning activities. Texts, supplementary references, audio-visual aids, and basic facilities and equipment are suggested. A program of supervised practice is outlined. (JM)

VT 000 526
Towne, Douglas C.
Agricultural Credit, A Resource Unit for Teachers of Agriculture.

State Univ. of New York, Ithaca. Agricultural Education Div. at Cornell Univ.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan65 37p.

*CREDIT (FINANCE); *FARM MANAGEMENT; *VOCATIONAL AGRICULTURE; *AGRICULTURAL PRODUCTION; FARMERS; *SUPPLEMENTARY TEXTBOOKS

The objectives of the course are to provide high school or post-secondary students with a knowledge of credit, skill in making computations, and a basis upon which to make credit decisions. Units include: Obtaining Capital, Credit Charges, Types of Credit, Sources of Credit, Repayment Terms, Credit Instruments, Credit Needs, and Using Credit. The material is presented in textual form with practice problems. References are listed. Overhead transparency masters for use with this course are announced as VT 000 525 (AIM, Spring 1969). (JM)

VT 000 570
Brengle, K.G., And Others
Land Judging. Instructional Materials for Colorado Vocational Agriculture Program.

Colorado State Univ., Fort Collins. Dept. of Agronomy
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun65 39p.

*LAND JUDGING; IRRIGATION; *AGRONOMY; *SOIL SCIENCE; *SUPPLEMENTARY TEXTBOOKS; *VOCATIONAL AGRICULTURE

The objective of this material is to provide information for vocational agriculture students on the process of classifying land according to its capability. Subject matter includes: (1) the principles of classification, (2) methods of irrigation, (3) a land judging score card, (4) land judging information, (5) soil horizons, and (6) soil horizon lower boundaries. The material is presented in text and outline form and intended as a guide for students to use in preparing for land judging contests. (JM)

VT 000 610
Beam, H.E.
Introduction to Agricultural Occupations. A Guide for Effective Teaching in Vocational Agriculture. Proposed Supplement for 9th Grade.

North Carolina State Univ., Raleigh
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun64 58p.

*AGRICULTURAL OCCUPATIONS; *CAREER PLANNING; *VOCATIONAL AGRICULTURE; *CURRICULUM GUIDES; GRADE 9; *OCCUPATIONAL INFORMATION

The guide, designed for ninth grade vocational agriculture, was developed to enable students to understand vocational education and vocational agriculture, understand the importance of and learn considerations in career planning, understand self assessment, gain insight into occupational opportunities and become acquainted with agriculture, understand factors for success, explore and develop necessary skills, learn of educational opportunities, gain knowledge of economic forces, and appraise and develop leadership and membership skills and explore opportunity for their use. The course units include: (1) Vocational Education in Agriculture, (2) Bases for Different Occupations, (3) Knowing Self and Work, (4) Opportunities and Requirements in Agricultural Occupations, and (5) Learning Experiences Through Work in Agricultural Education. Minimum acceptable performance levels, suggested teaching-learning activities, references and materials are described for each instructional goal in each of the units. Suggested supervised practice programs are explained. (JM)

VT 000 687
Biological Principles in Agriculture. A Manual for High School Agriculture Teachers Integrating Biological Principles with Instruction in Agriculture.

California Univ., Davis
California State Dept. of Education, Sacramento
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug63 143p.

*CURRICULUM GUIDES; *VOCATIONAL AGRICULTURE; *BIOLOGICAL SCIENCES; PLANT SCIENCE; ANIMAL SCIENCE; *TEACHING METHODS; SECONDARY GRADES; INDUCTIVE METHODS
*PRINCIPLES APPROACH

Developed under the direction of two coordinators by three researchers, this guide was critically reviewed by 27 specialists in agriculture and science, evaluated by 22 educators, experimentally taught by eight teachers in seven California high schools, and further tested by 15 California and 14 Ohio teachers. It emphasizes the inductive approach in teaching 22 biological principles applicable to agriculture. The approach is explained in the introduction, and definitions are supplied for principle, law, rule, fact, and concept. Each principle is stated and defined. Applications to agriculture, suggested problems, demonstrations, and experiments, important facts, and special references are cited for each principle. The teacher is cautioned to move from the concrete to the abstract, from the application to the principle, always letting the students discover the principle by observation. (JM)

VT 000 945
Agriculture I: A Curriculum Unit Outline for Vocational Agriculture.

Clemson Univ., S.C. Dept. of Agricultural Education
South Carolina State Dept. of Education, Columbia. Vocational Agriculture
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 86p.

*STATE CURRICULUM GUIDES; *VOCATIONAL AGRICULTURE; *GRADE 9

A result of the work of all of the state's teachers, this guide was designed for first-year vocational agriculture classes. Its major objectives are to develop in the student an appreciation and understanding of the total field of agriculture and to encourage occupational establishment in agriculture. The units include: (1) The Importance of Agriculture, (2) Animal Science, (3) Plant Science and Soils, (4) Conservation of Natural Resources, (5) Farm Home and Family, (6) Supervised Programs of Agricultural Practice, (7) Leadership Training, and (8) Farm Mechanics. Each unit contains an outline of questions followed by a list of references and audio-visual materials. Many of the more than 600 references are coded to indicate type, source, and use. (JM)

VT 001 015
General Horticulture. A Guide for Providing Instruction for 11th or 12th Grade Vocational Education in Agriculture.

North Carolina State Board of Education, Raleigh. Curriculum Lab.
North Carolina Univ., Raleigh. N.C. State Univ. Dept. of Agricultural Education
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun64 35p.

*HORTICULTURE; *VOCATIONAL AGRICULTURE; *CURRICULUM GUIDES; ORNAMENTAL HORTICULTURE OCCUPATIONS; GRADE 11; GRADE 12; PLANT SCIENCE

Objectives of this course are to enable students to develop: (1) understanding of horticulture's importance and relation to social and economic welfare, (2) understanding of basic soil and plant science principles and concepts related to horticulture, (3) skills for comprehension and application of principles and concepts, (4) understanding of horticulture occupational requirements and opportunities, and (5) knowledge of continuing educational opportunities. Units included are: (1) introduction, (2) plant growth and development, (3) horticultural practices, (4) home and commercial horticultural crops, (5) landscaping and beautification, and (6) educational and career opportunities. Subunits, resources, and teaching-learning activities are given for each unit. The document lists suggested references, audio-visual aids, basic facilities and equipment, and supervised practice programs. (JM)

VT 001 131
Long, Gilbert A., And Others
A Unit in Surveying for Vocational Agriculture.

Washington State Board for Vocational Education, Olympia. Agricultural Education Div.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul66 86p.

*SURVEYING; *CURRICULUM GUIDES; *PROGRAMED INSTRUCTION; *VOCATIONAL AGRICULTURE; *AGRICULTURAL ENGINEERING; TRANSPARENCIES

An understanding of basic surveying principles and ability to survey farm contours, irrigation ways, property lines, and field drawings by vocational agriculture students are the objectives of 16 lessons on surveying. Lessons within the unit include introduction and history, types of surveying, pacing, chaining, horizontal distance measurement, chains, property descriptions, level set up, rods and targets, elevation mathematics, grade cuts and fills, contours, surface drainage, and building construction batter boards. A programed unit is included in the lesson on property descriptions. Overhead projection transparency masters are provided for townships, sections, quarter sections, and level sites. Each lesson contains suggested objectives, references, subject content, and teaching-learning activities. Illustrations, charts, and tables are included. (JM)

VT 001 151
Kennedy, Robert
A List of Some Audio Visuals in Ornamental Horticulture.

California Univ., Davis. Dept. of Agricultural Education
California State Dept. of Education, Sacramento. Bureau of Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul65 13p.

*VOCATIONAL AGRICULTURE; *ORNAMENTAL HORTICULTURE; *INSTRUCTIONAL AIDS; FILMSTRIPS; FILMS; TRANSPARENCIES

The purpose of this list is to aid the teacher in selecting aids appropriate to specific sections of the subject area. It includes 104 titles in an outline paralleling "The Suggested Curriculum Outline for a High School Ornamental Horticulture Curriculum" prepared by the California State Polytechnic College. Items from 17 sources are designated as films, slides, or filmstrips. (JM)

VT 001 400
Griffin, Warren L.
Teaching Sheep Production in Vocational Agriculture.

Missouri Univ., Columbia. Dept. of Agricultural Education
Missouri State Dept. of Education, Jefferson City. Agricultural Education Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun63 23p.

*VOCATIONAL AGRICULTURE; *CURRICULUM GUIDES; *SHEEP; *AGRICULTURAL PRODUCTION; LIVESTOCK; SECONDARY GRADES; *ANIMAL SCIENCE

Originally developed in 1949 and containing 17 units, this material has been revised and organized into 6 units of subject matter. Units include: (1) Selecting and Purchasing Breeding Stock, (2) Providing Adequate Housing and Equipment, (3) Managing and Caring for Animals During the Breeding Season, Gestation Period and at Lambing Time, (4) Growing, Finishing and Marketing Lambs, (5) Shearing, Care For and Marketing Wool, and (6) Controlling and Preventing Parasites and Diseases. Each unit includes objectives, motivational facts, references, problems, study questions, and teaching suggestions. A list of references and teaching aids is included. (JM)

VT 006 798
Hilterbrand, L.R.
Course of Study Information Found in Summaries of Studies in Agricultural Education

Purdue Univ., Lafayette, Ind. Dept. of Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov66 15p.

*BIBLIOGRAPHIES; *AGRICULTURAL EDUCATION; *CURRICULUM DEVELOPMENT; MASTERS THESES; DOCTORAL THESES; *CURRICULUM RESEARCH; AGRICULTURAL COLLEGES

Twenty-five studies related to courses of study and appearing in "Summaries of Studies in Agricultural Education" between 1956 and 1963 appear in this bibliography. Notes concerning each study are organized under the headings of general agriculture, trends and developments, program of work, program content, course of study, and evaluation. (DM)

VT 007 403
Student Teaching Manual.

Colorado State Univ., Fort Collins. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 24p.

*STUDENT TEACHERS; *STUDENT TEACHING; *MANUALS; *VOCATIONAL AGRICULTURE; *TEACHER EDUCATION; COOPERATING TEACHERS; PRESERVICE EDUCATION; VOCATIONAL AGRICULTURE TEACHERS; TEACHING PROCEDURES

This mimeographed guide for student teaching was prepared by the agricultural education staff and includes: (1) Becoming Acquainted with the School Program and Community, (2) Establishing and Maintaining Desirable School and Community Relationships, (3) Analyzing the Community Needs for Agricultural Instruction, (4) Planning and Conducting an Instructional Program for All-Day Students, (5) Planning and Conducting a Program of Farm Mechanics, (6) Planning, Developing and Supervising the Farming Programs, (7) Advising Future Farmers of America Chapter Activities, (8) Guiding and Counseling Students, (9) Organizing and Conducting a Young Farmer Program, (10) Organizing and Conducting an Adult Farmer Program, (11) Planning and Maintaining Adequate Instructional Facilities, (12) Administering the Agricultural Department, (13) Keeping Meaningful Records and Preparing Reports, (14) Evaluating the Outcome of the Agricultural Instruction Program, and (15) Planning and Carrying Out a Program of Trainee Self-Improvement. A manual for supervisors of student teachers is available as VT 001 457 (ARM Winter 1969). (DM)

VT 007 405
Vocational Horticulture and Area Vocational Centers.

Indiana State Dept. of Public Instruction, Indianapolis
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 16p.

*VOCATIONAL AGRICULTURE; *HORTICULTURE; *ORNAMENTAL HORTICULTURE OCCUPATION; *GUIDELINES; *PROGRAM DEVELOPMENT; PROGRAM DESCRIPTIONS; AREA VOCATIONAL SCHOOLS; HIGH SCHOOL STUDENTS

To provide a systematic approach for directors, instructors, or governing bodies of area vocational centers as they explore the feasibility of establishing vocational horticulture programs, this guide gives suggestions in areas of: (1) planning, (2) rationale, (3) occupational opportunity, (4) programs, (5) objectives, (6) time allotment, (7) grade level, (8) persons to be served, (9) supporting vocational services, (10) guidelines, (11) course introduction, and (12) instructional areas or courses. Course content is suggested for: (1) Introduction to Horticulture Occupations, (2) Greenhouse Production and Management, (3) Nursery, (4) Turf, (5) Landscaping, (6) Retail Floral, and (7) Fruit and Vegetable. The occupational clusters in vocational horticulture are outlined. (DM)

VT 007 406
Vocational Agriculture Summer Experience Manual.

Illinois Univ., Urbana. Div. of Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Votec 275
Pub Date - nd 28p.

*STUDENT TEACHING; *STUDENT TEACHERS; *MANUALS; *VOCATIONAL AGRICULTURE; *TEACHER EDUCATION; SUMMER PROGRAMS; COOPERATIVE TEACHERS; VOCATIONAL AGRICULTURE TEACHERS; PRESERVICE EDUCATION

This mimeographed guide for student teaching was designed to serve as an aid in clarifying activities in the training center and to assist in planning a program to adequately prepare students for teaching. The content of this summer experience manual includes: (1) a description of summer experience in agricultural education, (2) the objectives, (3) general suggestions, (4) information and forms, and (5) a description of individual activity. A related student-teacher manual is available as VT 007 433 (also in this issue). (DM)

VT 007 416
Field Experiences in Agricultural Education. A Handbook for Trainees. Teachers Guide Series No. 1.

Ohio State Univ., Columbus. Dept. of Agricultural Education
Ohio State Dept. of Education, Columbus. Vocational Agriculture Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun67 70p.

*STUDENT TEACHERS; *STUDENT TEACHING; *MANUALS; *VOCATIONAL AGRICULTURE; *EXTENSION EDUCATION; TEACHER EDUCATION; VOCATIONAL AGRICULTURE TEACHERS; EXTENSION AGENTS; COOPERATING TEACHERS; PRESERVICE EDUCATION; COLLEGE STUDENTS

This printed guide for student teaching in agricultural education was designed for students preparing for positions in vocational agriculture, agricultural extension, other agricultural agencies, and agricultural missions. The curriculum is also appropriate for those who wish to become engaged in the educational work of agricultural industry, agricultural commerce, and public relations. The document was prepared by a teacher educator in cooperation with graduate research assistants. It is organized into sections of: A Preview and Preparation for Field Experience, Student Teaching in Agriculture, and Agricultural Education Experience. Information is contained for use by students and supervising teachers doing both student teaching in vocational agriculture and cooperative extension work. Necessary report and evaluation forms are included. A supplement to this document with more detailed listings of professional experiences is available as VT 007 417 (in this issue) (DM)

VT 007 417
Professional Experiences for Majors in Agricultural Education;

Ohio State Dept. of Education, Columbus. Vocational Agriculture Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 14p.

STUDENT TEACHERS; *STUDENT TEACHING; *MANUALS; *VOCATIONAL AGRICULTURE; *EXTENSION EDUCATION; VOCATIONAL AGRICULTURE TEACHERS; EXTENSION AGENTS; COOPERATING TEACHERS; PRESERVICE EDUCATION; TEACHER EDUCATION

Professional Experiences in vocational agriculture and cooperative extension are arranged in rating form to serve as a guide for planning, recording, and evaluating student teacher progress during his field experience program. Experience in the check list are itemized in areas of: (1) Teaching High School Classes, (2) Occupational Occupational Experience in Agriculture, (3) General School, (4) Guidance and Counseling, (5) Future Farmers of America, (6) Physical Facilities, (7) Young and Adult Farmer Programs, (8) Program Planning, (9) Community and Public Relations, (10) Extension Planning and Activities, (11) Extension Youth Programs, (12) Extension Adult Programs, (13) Extension Teaching Methods, and (14) Extension Professional Relationships. The document is mimeographed. (DM)

VT 007 433
Vocational Agriculture Student Teacher Manual. Votec 276.

Illinois Univ., Urbana. Div. of Agricultural Education.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 46p.

*STUDENT TEACHERS; *STUDENT TEACHING; *MANUALS; *VOCATIONAL AGRICULTURE; *TEACHER EDUCATION; VOCATIONAL AGRICULTURE; TEACHERS; COOPERATING TEACHERS; PRESERVICE EDUCATION; INTERPROFESSIONAL RELATIONSHIP

This mimeographed guide for student teaching contains: (1) a description of student teaching, (2) objectives, (3) general suggestions, and (4) reports and forms. A related document serving as a guide for summer experience in agricultural education is available as VT 007 406 (in this issue). (DM)

VT 008 336
Farm Mechanics Basic to Dairy Farming. Vo. Ag. Ed. No. 26.

Louisiana State Dept. of Education, Baton Rouge. Vocational Education Div.
Louisiana State Univ., Baton Rouge. School of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun68 134p.

*TEACHING GUIDES; *CURRICULUM GUIDES; *AGRICULTURAL ENGINEERING; *DAIRYMEN; SECONDARY GRADES; INSTRUCTIONAL MATERIALS; *VOCATIONAL AGRICULTURE

Written by a team of agriculture teachers, this guide is for use by high school vocational agriculture teachers in implementing courses in farm mechanics primarily as related to dairy farming. The bulletin is intended to supplement the text, "A Training Program for Vocational Agriculture in Dairy Production," recently released publication of the Louisiana State Department of Education and Louisiana State University. Contents include instructional units on: (1) Carpentry, (2) Concrete, (3) Plumbing, (4) Electric Welding, (5) Gas Welding, (6) Selection, Care, Operation, and Maintenance of Electric Motors, (7) Selection, Care, Operation, and Maintenance of Small Engines and Dairy Equipment, and (8) Surveying and Conservation. Units contain: (1) skills and competencies to be developed, (2) content to be covered, (3) teaching suggestions, (4) teaching aids, (5) suggested hours per unit, (6) learning activities, (7) unit evaluation methods, and (8) unit references. Although the material is slanted towards dairy production, the skills developed in the various instructional units are applicable to all other areas of agriculture. The guide is illustrated with numerous charts, tables, and diagrams. (AW)

VT 009 619
Courson, R.L.; Fosler, G.M.
Burying Bedding Plants.

Illinois Univ., Urbana. Vocational Agriculture Service
MF AVAILABLE IN VT-ERIC SET.
VAS5010
Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana, Illinois 61801 ($.25).
Pub Date - 69 21p.

*FLORICULTURE; *LANDSCAPING; *VOCATIONAL AGRICULTURE; *SUPPLEMENTARY TEXTBOOKS; *GROUNDS KEEPERS; ORNAMENTAL HORTICULTURE OCCUPATION; SECONDARY GRADES; POST SECONDARY EDUCATION; UNITS OF STUDY (SUBJECT FIELDS)

This study text and reference was designed by subject matter specialists, teacher educators, state supervisors, and an advisory committee of teachers and developed under individual authorship with the approval of the subject-matter department. The content includes sections of: Should I Buy Plants or Grow My Own From Seed. What Varieties Should I Select, and How Should I Care for Bedding Plants. Information on 42 garden annuals for use in home planting is presented in table form. Teachers using this material should be competent in general agriculture and students should have an agricultural interest and occupational objective. The material can be covered in 2 to 6 hours. Directions for germinating seeds and a list of suggested varieties are appended. (DM)

VT 009 620
Herbst, J.H.
Applying for a Job.

Illinois Univ., Urbana. Vocational Agriculture Service.
MF AVAILABLE IN VT-ERIC SET.
VAS6001
Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana, Illinois 61801 ($.15).
Pub Date - 69 13p.

*JOB APPLICATION; *EMPLOYMENT INTERVIEWS; *EMPLOYMENT QUALIFICATIONS; *VOCATIONAL AGRICULTURE; *SUPPLEMENTARY TEXTBOOKS; SECONDARY GRADES; POST SECONDARY EDUCATION; UNITS OF STUDY (SUBJECT FIELDS); BUSINESS CORRESPONDENCE; OFF FARM AGRICULTURAL OCCUPATIONS

Designed by subject matter specialists, teacher educators, supervisors, and an advisory committee of teachers, and developed under individual authorship, this high school and post-secondary student text and reference is for use in a 1- to 3-hour unit. Major content sections are: (1) How Do I Decide on the Kind of Job to Apply For, (2) Taking a Personal Inventory, (3) Getting Additional Training, (4) How Do I Find Out What Jobs Are Available, (5) Writing a Letter of Application, and (6) Interviewing with a Prospective Employer. Included are 94 questions frequently asked during the employment interview and 50 negative factors evaluated during employment interviews which frequently lead to rejection of the applicant. (DM)

VT 009 621
Courson, R.L.
Arranging Flowers in Vases and Bowls.

Illinois Univ., Urbana. Vocational Agriculture Service
MF AVAILABLE IN VT-ERIC SET.
VAS5009
Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana, Illinois 61801 ($.25).
Pub Date - 69 21p.; Subject-matter adapted from A Teachers Guide to Flower Arrangement, by R.T. Fox, Cornell University, Ithaca, New York.

*FLORICULTURE; *ORNAMENTAL HORTICULTURE OCCUPATION; *VOCATIONAL AGRICULTURE; *SUPPLEMENTARY TEXTBOOKS; SECONDARY GRADES; POST SECONDARY EDUCATION; UNITS OF STUDY (SUBJECT FIELDS).
*FLOWER ARRANGEMENT

Designed by subject matter specialists, teacher educators, state supervisors, and an advisory committee of teachers and developed under individual authorship with the approval of the subject-matter department, this high school, post-high school, and adult reference is for use by teachers competent in general agriculture with students having agricultural interests and occupational objectives. The content includes sections on: (1) What Factors Should I Consider in Selecting Plant Material, (2) What Tools and Materials Will I Need for Arranging Flowers, (3) What Containers Should I Use, (4) How Should I Prepare for Arrangement, and (5) How Do I Design a Flower Arrangement. The subject matter was adapted from "A Teachers Guide to Flower Arrangement," by R.T. Fox, Cornell University, Ithaca, New York. Illustrations were adapted from "Flower Arrangement," HE-P67, by D.J. Iwig, M.A. McKee and M.A. Kieser, University of Illinois. The suggested time allotment for utilization of this reference is 2 to 6 hours. (DM)

VT 009 625
Coordinating Experience Programs in Agricultural Education. Publication 552.

Michigan State Dept. of Education, Lansing
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 69 29p.

*COOPERATIVE EDUCATION; *VOCATIONAL AGRICULTURE; *PROGRAM GUIDES; *OFF FARM AGRICULTURAL OCCUPATIONS; STATE STANDARDS; INSTRUCTOR COORDINATORS; PROGRAM DEVELOPMENT; SECONDARY GRADES
MICHIGAN

The purpose of this bulletin is to aid teachers of agriculture, school administrators, and others with some of the fundamental concepts of planning and conducting a cooperative experience program in agriculture. Primary emphasis is given to the procedures which a teacher or coordinator should follow in establishing a program. The major content includes sections on: (1) What is Agricultural Occupational Experience, (2) Objectives of Off-Farm Occupational Experiences, (3) Responsibility of Agricultural Teacher, (4) Techniques of Coordinating an Agricultural Occupational Experience Program, (5) Related Instruction, (6) Minimum Standards for Agricultural Experience, and (7) Evaluation of Agricultural Occupational Experience Program. Forms for the instructor-coordinator to use in supervising a program are appended. The bibliography lists nine references for teacher use in program development. (DM)

VT 009 629
Witt, W.H.
Judging Beef Cattle, Swine, and Sheep

Illinois Univ., Urbana. Vocational Agricultural Service
MF AVAILABLE IN VT-ERIC SET.
Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana, Illinois 61801 ($.25).
Pub Date - 69 21p.; Publication taken primarily from Okla. Ext. Cir. 709, "Livestock Judging Guide" by Taggart, Totusek, and McCroskey.

*SELECTION; *LIVESTOCK; *ANIMAL SCIENCE; *VOCATIONAL AGRICULTURE; *SUPPLEMENTARY TEXTBOOKS; AGRICULTURAL OCCUPATIONS; CATTLE; SWINE; SHEEP; UNITS OF STUDY (SUBJECT FIELDS); SECONDARY GRADES; POST SECONDARY EDUCATION

This high school and post high school student text and reference was adapted from Oklahoma extension circular 709, "Livestock Judging Guide," by Taggart, Totusek, and McCroskey. It contains sections on: (1) Judging Beef Cattle, (2) Judging Sheep, (3) Judging Hogs, and (4) Giving Reasons. Teachers should be competent in general agriculture for this 2- or 3-hour unit and students should have an agricultural interest and occupational objective. Line drawings illustrate the text. (DM)

VT 009 630
Witt, W.H.
Judging Dairy Cattle.

Illinois Univ., Urbana. Vocational Agricultural Service
MF AVAILABLE IN VT-ERIC SET.
Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana, Illinois 61801 ($.20).
Pub Date - 69 16p.

*SELECTION; *CATTLE; *VOCATIONAL AGRICULTURE; *DAIRYMEN; *SUPPLEMENTARY TEXTBOOKS; LIVESTOCK; ANIMAL SCIENCE; AGRICULTURAL OCCUPATIONS; POST SECONDARY EDUCATION; SECONDARY GRADES; UNITS OF STUDY (SUBJECT FIELDS)

This high school and post-secondary student text and reference was developed under individual authorship for use by teachers competent in general agriculture with students having an agricultural interest and occupational objective. The 2- or 3-hour unit was designed by subject matter specialists, teacher educators, state supervisors, and an advisory committee of teachers. The content includes: (1) Judging Dairy Cattle, (2) Using the Dairy Cow Score Card, (3) Have an Orderly Judging System, (4) Judging Cows on Type and Production, (5) Judging Heifers on Type, (6) Judging of Dairy Bulls on Type, (7) Marking the Card, and (8) Taking Notes and Giving Reasons. The document is illustrated with line drawings and tables. (DM)

VT 009 634
Schumacher, K.N.; Courson, R.L.
Establishing a Lawn.

Illinois Univ., Urbana. Vocational Agriculture Service
MF AVAILABLE IN VT-ERIC SET.
VAS5008
Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana, Illinois 61801 ($.10).
Pub Date - 69 9p.

*SUPPLEMENTARY TEXTBOOKS; *VOCATIONAL AGRICULTURE; *TURF MANAGEMENT; *GROUNDS KEEPERS; *LANDSCAPING; SECONDARY GRADES; POST SECONDARY EDUCATION; UNITS OF STUDY (SUBJECT FIELDS)

This study text and reference was designed by subject matter specialists, teacher educators, state supervisors, and an advisory committee of teachers and developed under individual authorship with approval of the subject matter department. It may be used as a 1- or 2-hour unit with high school or post high school students with an agricultural interest and an occupational objective. The content includes sections on: (1) How Should I Prepare the Soil, (2) What Grasses Should I Consider, (3) What Seeding Practices Should I Follow, (4) How Should I Care for the New Lawn, and (5) How Should I Establish a Lawn with Sod. Teachers should be competent in general agriculture. (DM)

VT 009 660
Witt, W.H.
A Guide to Parliamentary Practices (Revised).

Illinois Univ., Urbana. Vocational Agriculture Service
MF AVAILABLE IN VT-ERIC SET.
Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana, Illinois 61801 ($.35).
Pub Date - 69 51p.

*STUDY GUIDES; *SUPPLEMENTARY TEXTBOOKS; *VOCATIONAL AGRICULTURE; *LEADERSHIP TRAINING; *PARLIAMENTARY LAW

Designed by subject matter specialists, teacher educators, supervisors and an advisory committee of teachers, this student text and reference is for use in high school, post-high school, and adult classes of agriculture. It is a condensed version of parliamentary procedure containing rules and examples for obtaining and assigning the floor, presenting and voting on motions, and kinds of motions. Tables present parliamentary procedure ladders, object and effect of motions, and the rules at a glance. A copy of "Roberts Rules of Order, Revised" or some other authoritative parliamentary procedure book should be available in the meeting room during the instructional period. The recommended time allotment is 4 hours. (DM)

VT 009 668
Suggested Course Guide for Agricultural Machinery Operation and Irrigation.

Arizona Univ., Tucson. Dept. of Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun69 24p.

*CURRICULUM GUIDES; *VOCATIONAL AGRICULTURE; *AGRICULTURAL ENGINEERING; *AGRICULTURAL MACHINERY OCCUPATIONS; *LOW ABILITY STUDENTS; AGRICULTURAL MACHINERY; AGRICULTURAL OCCUPATIONS; TRACTORS; GRADE 10; IRRIGATION

The purpose of this course guide is to aid vocational agricultural teachers and administrators in planning courses designed to train 10th grade boys who are low academic achievers in the competencies needed for entry and continued employment as agricultural machinery operators, irrigators, or general farm hands. Developed by a curriculum specialist, the guide provides detailed information on implementing the course, including suggestions for student selection, methods of instruction, facilities, teacher qualifications, and student certification. The major portion of the guide is comprised of outlines listing objectives, competencies to be developed, and suggested teaching and learning activities for the subject areas of: (1) Tractor Operation, (2) Machinery Operation, (3) Basic Shop Skills, (4) Plant Science, (5) Irrigation, (6) Record Keeping, and (7) Personal Development. Suggestions for evaluating the course and a bibliography also are given. The 540-hour course should be taught by a specialist in mechanization who has had experience with students with special needs. (AW)

VT 009 669
Hoover, Norman K., And Others
Planning for a Career in Agriculture; A Student Resource Unit. Teacher Education Research Series, v8 n2 1967.

Pennsylvania State Univ., University Park. Dept. of Agricultural Education
Pennsylvania State Dept. of Public Instruction, Harrisburg. Agricultural Education Section

MF AVAILABLE IN VT-ERIC SET.
Department of Agricultural Education, Pennsylvania State University, 101 Agricultural Education Building, University Park, Pennsylvania 16802 ($1.50).
Pub Date - 67 160p.

*RESOURCE MATERIALS; RESOURCE UNITS; *AGRICULTURAL OCCUPATIONS; *CAREER CHOICE; *OCCUPATIONAL CHOICE; GRADE 9; OCCUPATIONAL INFORMATION; *VOCATIONAL AGRICULTURE; GRADE 10

Developed by agriculture teachers and field tested with approximately 700 students, this resource manual is designed to aid eighth, ninth, and 10th grade students in making occupational choices in the field of agriculture. Contents are divided into three parts, with the first, Problem Areas, covering: (1) The Importance of Choosing a Career, (2) Your Personal Qualities for the World of Work, (3) Occupational Requirements, and Sources of Information, (4) The Agricultural World of Work, and (5) Choosing a Career in Agriculture. Part II provides selected agricultural occupation briefs on various agricultural occupations arranged under the general headings: (1) Agricultural Production, (2) Agricultural Supplies, (3) Agricultural Mechanics, (4) Agricultural Products, (5) Ornamental Horticulture, (6) Agricultural Resources, (7) Forestry, and (8) Other Agriculture. The third section identifies individual occupational titles classified under the general titles given in Part II, as listed in the "Dictionary of Occupational Titles," Third Edition, 1965. The manual is geographically applicable to the Northeastern and Central United States, and 20 to 30 clock hours should be alloted to cover the material. The related teacher's guide is available as VT 002 878 (AIM Spring 1969). (AW)

VT 009 705
Two Year Core Curriculum for Agricultural Education in Arizona. Service Bull. No. 12.

Arizona State Dept. of Vocational Education, Phoenix. Agricultural Education Service
Arizona Univ., Tucson. Dept. of Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug69 54p.

*CURRICULUM GUIDES; *VOCATIONAL AGRICULTURE; ANIMAL SCIENCE; PLANT SCIENCE; AGRICULTURAL ENGINEERING; FARM MANAGEMENT; LEADERSHIP TRAINING; SUPERVISED FARM PRACTICE; OCCUPATIONAL INFORMATION; COURSE CONTENT; *GRADE 9; *GRADE 10; CAREER PLANNING

This mimeographed curriculum guide was developed by a State Curriculum Planning Committee for use by agriculture teachers, school administrators, and advisory committees in planning local programs in vocational agriculture for grades 9 and 10. Brief descriptive and explanatory information on the design of the 2-year suggested core program is followed by eight units, covering: (1) Animal Science, including livestock selection, health, feeding, and management, (2) Plant Science, including growth and development, diseases, insects, weeds, and production, (3) Soil Science, (4) Agricultural Mechanization, dealing with machinery, power, construction, and maintenance, (5) Agricultural Business Management, including recordkeeping, marketing, and profit-making, (6) Leadership Development, concerned with Future Farmers of America, (7) Occupational Experience, relating to supervised practice programs, and (8) Guidance-Career Opportunities, exploring and planning for agricultural occupations. Each unit provides, in outline form, concepts to be taught and suggested content to be covered. (AW)

VT 009 772
Gadda, Hilding W.
Guide for Supervised Occupational Experience in Agriculture; For Use with the South Dakota Supervised Farming Record Book.

South Dakota State Univ., Brookings. Agricultural Education
South Dakota State Dept. of Education, Pierre. Div. of Vocational-Technical Education
MF AVAILABLE IN VT-ERIC SET.
Agricultural Education, South Dakota State University, Brookings, South Dakota 57006 (single copies without charge).
Pub Date - Aug68 42p.; Revision of the Guide for Supervised Farming in South Dakota, Published 1963.

PROGRAM GUIDES; RESOURCE MATERIALS; *VOCATIONAL AGRICULTURE; *SUPERVISED FARM PRACTICE; *WORK EXPERIENCE PROGRAMS; *AGRICULTURAL OCCUPATIONS; *AGRICULTURAL PRODUCTION; SECONDARY SCHOOLS

Developed by a teacher educator in cooperation with teachers, and tested in 12 schools prior to publication, this guide is for use by high school vocational agriculture teachers and students. Part I of the manual covers: (1) The Supervised Farming Program, providing general information on the program, as well as definitions of terms and suggested activities, (2) Planning Supervised Programs, including information on preliminary plans, budgeting, standards and approved practices, and (3) Keeping and Using Records, which deals with various kinds of farm records. Part III provides "Useful Information" on power, farm operations and expenditures, crops, and livestock. The 10-hour course should be conducted by a qualified agriculture teacher and students should be preparing for careers in production agriculture. The booklet is to be used with the "South Dakota Supervised Farming Record Book" available from Agricultural Education Service, Division of Vocational-Technical Education, Pierre, South Dakota. (AW)

VT 009 775
Urea, A Protein Extender in Rations for Ruminants. A Reference Unit.

Mississippi State Univ., State College. Dept. of Agricultural Education
Mississippi State Board for Vocational Education, Jackson. Vocational Agriculture Div.
MF AVAILABLE IN VT-ERIC SET.
Mississippi State University, Curriculum Coordinainng Unit, Agriculture Section, P.O. Drawer DX, State College, Mississippi 39762 (one copy free to head supervisors and teacher educators).
Pub Date - Nov66 17p.

*REFERENCE MATERIALS; RESOURCE MATERIALS; *VOCATIONAL AGRICULTURE; *AGRICULTURAL PRODUCTION; SECONDARY GRADES; POST SECONDARY GRADES; *NUTRITION; *ANIMAL SCIENCE; UNITS OF STUDY (SUBJECT FIELDS)
*UREA

Prepared by a subject matter specialist, this reference unit is for use by vocational agriculture teachers in production agriculture courses on the secondary or post-secondary level. The booklet is designed to provide instructional material on urea and to aid the instructor in answering questions regarding the proper use of urea in ruminant feeds as a protein supplement. Contents relate to 10 problem areas concerning urea and its uses, including: (1) what urea is, (2) how it is utilized by animals, (3) in what forms it is available, (4) basic principles and precautions necessary when feeding urea, (5) economic importance of urea in ruminant rations, (6) concentrate mixtures for dairy cows, (7) suitable protein supplements for beef cattle, (8) use of silage containing urea in conjunction with concentrate-urea mixtures, (9) symptoms of urea toxicity, and (10) causes of urea toxicity. The course instructor should have a Bachelor of Science degree in agricultural education. Additional resource materials are desirable when studying the subject. (AW)

VT 009 778
Snepp, Neil O.
Vocational Agriculture Training Programs: Safe Tractor Operation, Safe Farm Machinery Operation. Special Paper No. 8.

Michigan State Univ., East Lansing. Rural Manpower Center
Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Rural Manpower Center, 326 Erickson Hall, Michigan State University, East Lansing, Michigan.
Pub Date - Apr69 29p.

*TEACHING GUIDES; *VOCATIONAL AGRICULTURE; *AGRICULTURAL SAFETY; *TRACTORS; *FARM MACHINERY; SECONDARY GRADES; FARM LABOR; CHILD LABOR; CHILD LABOR LAWS; SAFETY EDUCATION

Rural youth have performed a wide variety of jobs that involved working with machinery and livestock. When the Secretary of Labor's order on hazardous occupations in agriculture became effective in 1968 it kept many youths from jobs which they had performed before and caused concern to a number of farm operators who traditionally hire young people. This training program may be used by certified agriculture teachers in high schools and area vocational schools with 14-16 year old students so the exclusion request may be submitted and youth may be employed in operations involving farm tractors and machinery. This 40-hour course contains references, instructional program outlines, and practical and written testing procedures for courses in tractor safety and farm machinery safety. A sample exemption certificate is appended. (DM)

VT 009 829
Benson, Robert T.; Hoerner, Thomas A.
Controls for Automation in Agriculture, Student Handbook. Teacher Education Series, Volume 8, Number 2.

Pennsylvania State Univ., University Park. Dept. of Agricultural Education
Pennsylvania Farm Electrification Council
MF AVAILABLE IN VT-ERIC SET.
Department of Agricultural Education, The Pennsylvania State University, University Park, Pennsylvania 16802.
Pub Date - 67 95p.

*REFERENCE MATERIALS; *AGRICULTURAL ENGINEERING; *FARM MECHANICS (OCCUPATION); *AUTOMATION; GRADE 12; UNITS OF STUDY (SUBJECT FIELDS); *ELECTRONIC CONTROLS

Developed by a graduate assistant and an assistant professor of agricultural education, this manual is for use by high school or area vocational school seniors and teachers studying agricultural mechanics. It is designed to provide information on the function of controls employed in the automation of agricultural equipment. The basic principles of operation involved in common automatic control devices are presented in eight chapters, headed: (1) Automation, Mechanization, and Agriculture, (2) Heat and Light Sensitive Controls, (3) Pressure Sensitive Controls, (4) Electric Controls, (5) Magnetic Controls, (6) Mechanical Controls, (7) Special Factors for Selection of Automatic Controls, and (8) Maintenance of Automatic Controls. Also included are study and discussion questions for each topic, a list of definitions and abbreviations, and six tables illustrating various types of controls. Three related documents are available as VT 004 686, VT 004 687, and VT 004 688, all in AIM Spring 1969. (AW).

VT 009 834
Hemp, Paul E., Comp.
Ornamental Horticulture Source Units for Vocational Teachers. Turf Management, Plant Propagation, Greenhouse Management, Arboriculture, Nursery Management, Landscaping, and Flowers and Floral Arrangements.

Illinois Univ., Urbana. Div. of Agricultural Education
Office of Education (DHEW), Washington, D.C.
DOCUMENT NOT AVAILABLE FROM EDRS. OEG-3-6-061538-0950 08
BR-6-1538
The Interstate Printers and Publishers, Inc., Danville, Illinois 61832.
Pub Date - nd 140p.

RESOURCE MATERIALS; *RESOURCE UNITS; *VOCATIONAL AGRICULTURE; *ORNAMENTAL HORTICULTURE; *ORNAMENTAL HORTICULTURE OCCUPATION; TURF MANAGEMENT; PLANT PROPAGATION; LANDSCAPING; NURSERIES (HORTICULTURE); GREENHOUSES; FLORICULTURE; *TEACHING GUIDES; CURRICULUM GUIDES; TEACHER DEVELOPED MATERIALS

This collection of seven source units was compiled by a professor of agricultural education from materials prepared at a 1966 summer institute, and is designed to aid vocational agriculture teachers in planning and teaching basic ornamental horticulture courses. Each unit contains: (1) Information on how and when to use the unit, (2) problem area outline listing major subdivisions of the unit, (3) expected learning outcomes, (4) teaching suggestions, (5) student references, (6) teaching aids, (7) laboratory exercises and special activities, and (8) study questions and answers. Unit topics are: (1) Turf Management, (2) Plant Propagation, (3) Greenhouse Management, (4) Arboriculture, (5) Nursery Management, (6) Landscaping, and (7) Flowers and Floral Arrangements. Line drawings and diagrams illustrate the manual. Some of the laboratory exercises given for each unit are from a companion publication, "50 Laboratory Exercises for Vocational Horticulture Students," available from the Interstate Printers and Publishers, Inc., Danville, Illinois. (AW)

VT 009 844
National Forest Log Scaling Handbook, Amendment No. 1.

Department of Agriculture, Washington, D.C. Forest Service
MF AVAILABLE IN VT-ERIC SET.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (A13.36/2:L82/969, $1.75).
Pub Date - Jan69 202p.

*SUPPLEMENTARY TEXTBOOKS; *AGRICULTURAL EDUCATION; *FORESTRY; *FORESTRY OCCUPATIONS; *TREES *LOG SCALING

The chief purpose of this handbook is to provide standard instructions for determining the volume of logs or other products cut from national forest timber in cases where volume is determined after the timber is felled. The approved standards and uniform methods prescribed are primarily directed to forest service scalers, to help them scale national forest timber efficiently and accurately. The contents include chapters on: (1) Theory and Principles of Scaling, (2) Defect-Deductions Methods, (3) Log Defects and Deductions, (4) Special Scaling Problems, (5) General Scaling Requirements, (6) Check Scaling, (7) Use of International Log Rules. and (8) Other Forms of Measurement. The textual material is illustrated with line drawings and examples. Seventeen tables for use in calculations are appended. (DM)

VT 009 858
Hoerner, Harry J.; Wilson, Russell C.
Basic Electricity and Practical Wiring Lessons; Student's Manual. Teacher Education Series, Volume 10, Number 1(s).

Pennsylvania State Univ., University Park. Dept. of Agricultural Education
Pennsylvania Farm Electrification Council
MF AVAILABLE IN VT-ERIC SET.
Department of Agricultural Education, Pennsylvania State University, 101 Agricultural Education Building, University Park, Pennsylvania 16802 ($.50).
Pub Date - 69 29p.

*STUDY GUIDES; *VOCATIONAL AGRICULTURE; *AGRICULTURAL ENGINEERING; *ELECTRICITY; MANUALS; *INSTRUCTIONAL MATERIALS

Prepared by an assistant professor of agricultural education and a graduate assistant in recognition of the need for understanding the safe and practical use of electricity in the farm and home, this manual is designed to acquaint students with basic principles and practical lessons in electricity. Brief introductory information on why electricity should be studied is followed by seven lessons intended to aid students in learning principles of electricity, measuring electrical power, circuiting, switching, safety, and practical wiring. Each lesson provides purpose, equipment necessary, procedures to follow, and questions and problems to be answered by the lesson. Electrical terms, formulas, and their uses also are given, and the manual is illustrated with numerous diagrams. The related teacher's manual is available as VT 009 859, also in this issue. (AW)

VT 009 859
Hoerner, Harry J.; Wilson, Russell L.
Basic Electricity and Practical Wiring Lessons; Teacher's Manual. Teacher Education Series, Volume 10, Number 1 (t).

Pennsylvania State Univ., University Park. Dept. of Agricultural Education
Pennsylvania Farm Electrification Council
MF AVAILABLE IN VT-ERIC SET.
Department of Agricultural Education, 101 Agricultural Education Building, Pennsylvania State University, University Park, Pennsylvania 16802 ($1.00).
Pub Date - 69 38p.

*TEACHING GUIDES; *VOCATIONAL AGRICULTURE; *AGRICULTURAL ENGINEERING; *ELECTRICITY; MANUALS; *DEMONSTRATIONS (EDUCATIONAL); INSTRUCTIONAL MATERIALS

This manual is designed to aid teachers in preparing and presenting courses in basic electricity. It was developed by an assistant professor of agricultural education and a graduate assistant in recognition of the need for understanding the safe and practical use of electricity in the farm and home. Most of the lessons are of the teacher demonstration type, but some of the demonstrations also may be conducted by students. Contents include: (1) an introduction to the teacher, (2) list of materials recommended, (3) equipment descriptions, (4) explanations of selected demonstrations, (5) brief information on reasons for studying electricity, (6) seven lessons dealing with principles of electricity, measurement of electric power, circuiting, switching, safety, and practical wiring, and (7) a listing of electrical terms, formulas, and uses. Each lesson contains stated purposes, necessary demonstration equipment, procedures for conducting demonstrations, and questions and answers. Instructions for the teacher also are given for each demonstration. The guide is illustrated with numerous photographs and diagrams. The related student manual is available as VT 009 858, also in this issue. (AW)

VT 009 860
Vice, Billy J.
Horticulture. Unit (Module): Vegetative Propagation.

Kentucky Univ., Lexington. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb68 18p.

*HORTICULTURE; *VOCATIONAL AGRICULTURE; *TEACHING GUIDES; SECONDARY GRADES; UNITS OF STUDY (SUBJECT FIELDS); PLANT SCIENCE
*VEGETATIVE PROPAGATION

Designed by an instructional materials specialist for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students: (1) methods by which plants are propagated, (2) how to make cuttings properly, (3) proper environmental conditions for growing cuttings, (4) techniques to produce plants including separation and division, (5) how to produce plants by grafting, (6) how to produce plants by budding, and (7) how to produce plants by layerage. A list of references and instructional materials is included with each discussion unit. A related guide on plant growing media is announced as VT 008 068 (AIM Summer 1969). (DM)

VT 009 861
Vice, Billy J.
Plant Science; Unit (Module): Soil in Relation to Crops.

Kentucky Univ., Lexington. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul68 21p.

*PLANT SCIENCE; *VOCATIONAL AGRICULTURE; *TEACHING GUIDES; *AGRONOMY; *SOIL SCIENCE; SECONDARY GRADES; UNITS OF STUDY (SUBJECT FIELDS)

Designed by an instructional materials specialist for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students to visualize the relationship of physical, chemical, and biological properties of soil to soil productivity. Competencies to be developed include: (1) identifying properties affecting soil productivity, (2) understanding the effect of physical properties of soil on soil productivity, (3) understanding the effect of living organisms and organic matter in soil on its productivity, (4) understanding the effect of chemical properties of soil on soil productivity, (5) identifying practices that make more plant nutrients available to plants, (6) using practices to improve the physical and biological properties of soils, and (7) using practices to improve the chemical properties of soils. A list of suggested references and instructional materials is included with each discussion unit. (DM)

VT 009 863
Lee, Jasper, S.
Vegetable Production. A Reference Unit.

Mississippi State Univ., State College. Dept. of Agricultural Education
Mississippi State Board for Vocational Education, Jackson. Vocational Agriculture Div.
MF AVAILABLE IN VT-ERIC SET.
Curriculum Coordinating Unit for Vocational-Technical Education, P.O. Drawer DX, State College, Mississippi 39762 ($1.50).
Pub Date - May69 74p.

*REFERENCE MATERIALS; RESOURCE MATERIALS; RESOURCE UNITS; *SUPPLEMENTARY TEXTBOOKS; *VOCATIONAL AGRICULTURE; *HORTICULTURE; *AGRICULTURAL PRODUCTION; SECONDARY GRADES; POST SECONDARY GRADES
*VEGETABLE PRODUCTION

Developed by an assistant professor of agricultural education in conjunction with vegetable growers, processors, and experiment station personnel, this reference unit is for use in secondary or post-secondary production agriculture courses. The unit is designed to provide students and teachers in Mississippi and adjacent states with a comprehensive program intended to aid in improving the efficienty of vegetable production. Contents include units on: (1) possibilities of commercial vegetable production in Mississippi, (2) determining kinds and varieties of vegetables to produce, (3) getting good seed and soil, (4) planting, tilling, and fertilizing, (5) controlling weeds, insects, and diseases, (6) irrigating, mulching, and rotating, (7) vegetable production in special structures, and (8) harvesting and post-harvesting management. The unit is illustrated with numerous tables, graphs, diagrams, and photographs. Additional resource materials are desirable when studying the topic. (AW)

VT 009 871
Selecting, Fitting and Showing Beef and Swine.

Clemson Univ., S.C. Vocational Education Media Center
Clemson Univ., S.C. Dept. of Agricultural Education
South Carolina State Dept. of Education, Columbia. Vocational Agriculture Section
MF AVAILABLE IN VT-ERIC SET.
Agricultural Education Department, Clemson University, Clemson, South Carolina (limit: one per state supervisor of agricultural education).
Pub Date - 69 83p.

*RESOURCE MATERIALS; *VOCATIONAL AGRICULTURE; *LIVESTOCK; *AGRICULTURAL PRODUCTION; SWINE; *ANIMAL SCIENCE; CATTLE; INSTRUCTIONAL MATERIALS; SECONDARY GRADES

Developed by agriculture teachers and teacher trainees, this manual is for use by vocational agriculture students and teachers in a high school livestock unit. Contents include two major sections, one dealing with beef and the other with swine, with each section broken down into four job areas. Jobs included in the section on beef are: Selecting Beef Cattle, Fitting the Beef Animal for Showing, Showing Beef Cattle, and Grading Beef Cattle. The section on swine includes the jobs of Selecting Swine for Market, Selecting Breeding Swine, Fitting Swine for Showing, and Showing Swine. Each job gives a breakdown of questions to be answered, needed information for answering them, suggested activities, and references. The appendix contains tables on market classes and grades of slaughter cattle and hogs, cattle and swine registry association, a pork chart, and grading information. The manual is illustrated with numerous photographs and tables. A set of related transparency masters is available as VT 009 872, also in this issue. (AW)

VT 009 872
Selecting, Fitting, and Showing Beef and Swine. (Transparency Masters).

Clemson Univ., S.C. Vocational Education Media Center
South Carolina State Dept. of Education, Columbia. Office of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Agricultural Education Department, Clemson University, Clemson, South Carolina (limit: one per state supervisor of agricultural education).
Pub Date - 69 67p.

*TRANSPARENCIES; *VOCATIONAL AGRICULTURE; CATTLE; *LIVESTOCK; SWINE; *AGRICULTURAL PRODUCTION; *ANIMAL SCIENCE; INSTRUCTIONAL AIDS; SECONDARY GRADES

Instructional aids produced from these 62 transparency masters may be used by high school vocational agriculture teachers in instructing a livestock unit. Developed by agriculture teachers and teacher trainers, the material is intended to supplement the related manual, "Selecting, Fitting and Showing of Beef and Swine," which is available in this issue as VT 009 871. The transparencies relate to such points as livestock anatomy, judging procedures, comparison of steers, different types and grades of animals, and preparation of animals for showing. (AW)

VT 009 889
Reading the Micrometer; Teacher Information.

Clemson Univ., S.C. Vocational Education Media Center
South Carolina State Dept. of Education, Columbia. Office of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Agricultural Education Department, Clemson University, Clemson, South Carolina 29631 (limit: one per state supervisor of agricultural education).
Pub Date - 8Sep69 6p.

*TEACHING GUIDES; *MEASUREMENT INSTRUMENTS; *AGRICULTURAL ENGINEERING; *VOCATIONAL AGRICULTURE; TRANSPARENCIES
*MICROMETERS

This teaching guide, developed by agriculture and trade and industry specialists for teachers of agriculture, is for teaching agriculture students in a secondary program about micrometers, their parts, and how to read them. Included is an introduction to the micrometer giving the nomenclature of its parts, a step by step procedure for reading any inside or outside micrometer, and answers to the student exercises. Two transparency masters are appended. Student worksheets are available as VT 009 890, also in this issue. (GR)

VT 009 898
Farm Electrification Teaching Guide I; Farm Better Electrically.

Clemson Univ., S.C. Vocational Education Media Center
South Carolina State Dept. of Education, Columbia. Office of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Agricultural Education Department, Clemson University, Clemson, South Carolina 29631 (limit: one per state supervisor of agricultural education).
Pub Date - 17Jan69 26p.

*TEACHING GUIDES; *VOCATIONAL AGRICULTURE; *ELECTRICITY; *DEMONSTRATIONS (EDUCATIONAL); LESSON PLANS; ELECTRICAL SYSTEMS; *AGRICULTURAL ENGINEERING; SECONDARY GRADES; INSTRUCTIONAL MATERIALS
*FARM ELECTRIFICATION

This booklet was developed by power supply companies to aid agriculture instructors in teaching the fundamentals of electricity, basic wiring, and maintenance of electrical systems in secondary schools and vocational education centers. Materials for conducting six demonstrations are given, followed by suggested references, wiring exercises, a wiring diagram, and four lesson plans covering Fundamentals of Electricity, Calculating Electrical Power Consumption and Operating Costs, Planning the Wiring System, and Maintaining the Wiring System. The guide is illustrated with photographs. (AW)

VT 009 949
Career Opportunities in Agricultural Sales and Service (Transparency Masters).

Clemson Univ., S.C. Vocational Education Media Center
South Carolina State Dept. of Education, Columbia. Office of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Agricultural Education Department, Clemson University, Clemson, South Carolina 29631 (limit: one per state supervisor of agricultural education).
Pub Date - 69 9p.

*TRANSPARENCIES; *VOCATIONAL AGRICULTURE; *AGRICULTURAL SUPPLY OCCUPATIONS; *SALES OCCUPATIONS; INSTRUCTIONAL AIDS; SECONDARY SCHOOLS

Instructional aids produced from these six transparency masters may be used by vocational agriculture teachers in presenting courses in agricultural sales and services in secondary schools and area vocational centers. Prepared by a teacher committee, the material is intended for use with the module, "Career Opportunities in Agricultural Sales and Services," which is available as ED 015 233 (VT 000 633, AIM Spring 1968). Some of the titles included are Areas of Employment in Agricultural Sales and Services, Major Fields of Activity in Sales and Services, Occupations in Agricultural Supplies--Sales and Services Businesses, and Products Which Agricultural Supply Businesses Deal In. (AW)

VT 009 950
Business Procedures (Transparency Masters).

Clemson Univ., S.C. Vocational Education Media Center
South Carolina State Dept. of Education, Columbia. Office of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Agricultural Education Department, Clemson University, Clemson, South Carolina 29631 (limit: one per state supervisor of agricultural education).
Pub Date - 69 18p.

*TRANSPARENCIES; *VOCATIONAL AGRICULTURE; *AGRICULTURAL SUPPLY OCCUPATIONS; *SALES OCCUPATIONS; *BUSINESS EDUCATION; INSTRUCTIONAL AIDS; SECONDARY GRADES

Instructional aids produced from these 14 transparency masters may be used by vocational agriculture teachers in presenting courses in agricultural sales and service in secondary schools and area vocational centers. Prepared by a teacher committee, the material is intended for use with the module, "Business Procedures," which is available as ED 015 238 (VT 000 638, AIM Spring 1968). Some titles included are: (1) Records a Business Needs for Daily Transactions, (2) Needed Business Procedures, (3) Statement of Operations, (4) Balance Sheet, (5) Sample Sales Ticket, (6) Break Even Chart, (7) Mark Up--Example, (8) Gross Margin--Example, (9) Bill of Lading, (10) Purchase Order, (11) Receiving Record, and (12) Invoice. (AW)

VT 009 956
Supervised Occupational Experience Program (Transparency Masters).

Clemson Univ., S.C. Vocational Education Media Center
South Carolina State Dept. of Education, Columbia. Office of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Agricultural Education Department, Clemson University, Clemson, South Carolina 29631 (limit: one per state supervisor of agricultural education).
Pub Date - 69 12p.

*TRANSPARENCIES; *VOCATIONAL AGRICULTURE; *COOPERATIVE EDUCATION; *AGRICULTURAL SUPPLY OCCUPATIONS; *SALES OCCUPATIONS; INSTRUCTIONAL AIDS; SECONDARY GRADES

Instructional aids produced from these eight transparency masters may be used by vocational agriculture teachers in presenting courses in agricultural sales and service in secondary schools and area vocational centers. Prepared by a teacher committee, the masters are designed for use with the module, "Orientation To and Planning For the Supervised Occupational Experience Program," which is available as ED 015 234 (VT 000 634, AIM Spring 1968). Titles include: (1) What is a Supervised Occupational Experience Program, (2) Supervised Occupational Experience Program, (3) The Triangle of the Supervised Occupational Experience Program, (4) What Does Personality Include, (5) Self Analysis Questions, (6) Values of a Supervised Occupational Experience Program, and (7) Student Responsibilities. (AW)

VT 009 957
Organizations and Functions of Agricultural Business (Transparency Masters).

Clemson Univ., S.C. Vocational Education Media Center
South Carolina State Dept. of Education, Columbia. Office of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Agricultural Education Department, Clemson University, Clemson, South Carolina 29631 (limit: one per state supervisor of agricultural education).
Pub Date - 69 17p.

*TRANSPARENCIES; *VOCATIONAL AGRICULTURE; *AGRICULTURAL SUPPLY OCCUPATIONS; INSTRUCTIONAL AIDS; SECONDARY SCHOOLS

These 13 transparency masters are for use by vocational agriculture teachers presenting courses in agricultural sales and service in secondary schools and area vocational centers. The masters were prepared by a teacher committee and are intended to supplement the module, "Organizations and Functions of Agricultural Business," available as ED 015 237 (VT 000 637, AIM Spring 1968). Titles are: (1) Functions of Farm Supply Businesses, (2) Four Basic Types of Businesses Ownership, (3) Important Services, (4) Functions of Business, (5) Activities Essential to Successful Sales, (6) Risk-Taking (two masters), (7) Individual Proprietorship-Parternship, (8) General Business Type Corporation, (9) Cooperative Type Corporation, (10) Line or Military Pattern, (11) Line Pattern Organization, and (12) Line and Staff. (AW)

VT 009 981
Glen, G. Wallace, And Others
Farm Utility Buildings; Designs, Materials, and Plans.

American Association for Agricultural Engineering and Vocational Agriculture, Athens, Ga.
MF AVAILABLE IN VT-ERIC SET.
American Association for Agricultural Engineering and Vocational Agriculture, 120 Agricultural Engineering Center, University of Georgia, Athens, Georgia 30601.
Pub Date - May69 65p.

*AGRICULTURAL EDUCATION; *AGRICULTURAL ENGINEERING; *AGRICULTURAL OCCUPATIONS; *SUPPLEMENTARY TEXTBOOKS; *FARM STRUCTURES; SECONDARY GRADES; POST SECONDARY GRADES; ADULT VOCATIONAL EDUCATION; BUILDING MATERIALS; BUILDING DESIGN; ILLUSTRATIONS

Developed by subject matter specialists and checked by agricultural engineers, teacher trainers, and 12 teachers of vocational agriculture, this reference was designed for use by teachers, students, extension workers, farmers, and employees of farm construction concerns. The content has international geographic adaptability and may be used for course planning, lesson planning, student reading, and building planning. In addition to the introductory section, chapters are: (1) Types of Utility Buildings--Causes of Failure, (2) What Type of Roof Framing to Use, (3) What Type of Foundation and Wall Support to Provide, (4) What Kind of Roofing Material to Use, (5) What Kind of Siding Material to Use, (6) What Kind of Doors to Provide, (7) What Kind of Floor to Provide, (8) What Kind of Paint to Select, and (9) What Provision to Make for Lighting Protection. A slide set containing the 51 colored illustrations in this document is under development. A table of recommended I-Beam sizes, a detailed listing of 61 available building plans, and a 76-item reference list are appended. Students should have employment goals in farming, farm construction, or as a farm building technician for this 15-hour unit. (DM)

VT 009 982
Parady, W. Harold, Ed., And Others
Understanding and Measuring Horsepower: Motors, Engines, and Tractors.

American Association for Agricultural Engineering and Vocational Agriculture, Athens, Ga.
MF AVAILABLE IN VT-ERIC SET.
American Association for Agricultural Engineering and Vocational Agriculture, 120 Agricultural Engineering Center, University of Georgia, Athens, Georgia 30601 ($3.00).
Pub Date - Jul69 74p.

*AGRICULTURAL MACHINERY OCCUPATIONS; *AGRICULTURAL ENGINEERING; *AGRICULTURAL EDUCATION; *POWER MECHANICS; *SUPPLEMENTARY TEXTBOOKS; TRACTORS; ENGINES; KINETICS; ELECTRIC MOTORS; MEASUREMENT TECHNIQUES; AGRICULTURAL MACHINERY; ILLUSTRATIONS; ADULT VOCATIONAL EDUCATION; POST SECONDARY GRADES; SECONDARY GRADES
*HORSEPOWER; SYNAMOMETERS

Developed by subject matter specialists, and checked by agricultural engineers, teacher trainers, and 12 teachers of vocational agriculture, this reference is for use in course planning, lesson planning, and student study by teachers, students, extension directors, and farmers. The content includes sections on: (1) Understanding Power Terms, (2) Understanding the Relationship of Horsepower, Speed and Torque for Engines, (3) Understanding the Relationship of Horsepower, Speed and Torque for Motors, (4) Determining What Size Engine to Select, (5) Determining What Size Motor to Select, (6) Determining What Size Farm Tractor to Select, (7) Understanding the Principles of Dynamometer Operation, (8) Selecting a Dynamometer, (9) Measuring Horsepower with Power-Unit Dynamometers, and (10) Measuring Horsepower with Power Take-Off Dynamometers. A slide set is under development which will contain the 100 colored illustrations included in the text. Students should be interested in installation and operation of engines and electric motors for this 15-hour unit. (DM)

VT 009 999
Vice, Billy J.
Future Farmers of America; Unit (Module): The Organization and Operation of the FFA Chapter.

Kentucky Univ., Lexington. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep68 28p.

*VOCATIONAL AGRICULTURE; *TEACHING GUIDES; *STUDENT ORGANIZATIONS; *LEADERSHIP TRAINING; SECONDARY GRADES; UNITS OF STUDY (SUBJECT FIELDS); *LEADERSHIP
*FUTURE FARMERS OF AMERICA; FFA

Designed by an instructional materials specialist for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students to understand the organization and operation of the local Future Farmers of America (FFA) Chapter in order that they may benefit to the fullest extent from the opportunities for leadership development which it provides. Suggested competencies to be developed include: (1) becoming acquainted with the FFA organization, (2) understanding the scope of the FFA, (3) advancing to a higher degree in the FFA, (4) understanding what makes a good FFA chapter, (5) understanding how the local chapter should operate, (6) setting up a chapter program of activities, (7) carrying out a chapter program of activities, (8) electing capable members as FFA officers, and (9) conducting meetings properly. A list of suggested references and instructional materials is included with each discussion unit. A related document is VT 010 001, also in this issue. (DM)

VT 010 000
Vice, Billy J.; Spillman, Robert
Soils; Unit (Module): Physical Properties of Soil.

Kentucky Univ., Lexington. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov68 21p.

*VOCATIONAL AGRICULTURE; *SOIL SCIENCE; *AGRONOMY; *TEACHING GUIDES; SECONDARY GRADES; UNITS OF STUDY (SUBJECT FIELDS)

Designed by instructional materials specialists for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students the physical properties of soil, and their affect on crop production. Competencies to be developed include: (1) understanding how soil forming and other processes affect physical properties of soil, (2) determining how physical properties of soil affect crop production, (3) understanding how soil texture affects soil productivity, (4) understanding how soil structure affects the productivity of soil, (5) visualizing the relationship of physical properties of soil to the soil profile, (6) understanding how topography affects the productivity of soil, (7) understanding how to use land classification in determining effective land use, and (8) judging the physical properties of soil. A list of suggested references and instructional materials is included with each discussion unit. A related document is announced as VT 010 001, also in this issue. (DM)

VT 010 001
Spillman, Robert
Soils; Unit (Module): Using Fertilizers and Other Soil Building Materials.

Kentucky Univ., Lexington. Instructional Materials Lab.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr69 17p.

*VOCATIONAL AGRICULTURE; *SOIL SCIENCE; *FERTILIZERS; *TEACHING GUIDES; *FARM MANAGEMENT; SECONDARY GRADES; UNITS OF STUDY (SUBJECT FIELDS); AGRONOMY

Designed by an instructional materials specialist for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students how to effectively use fertilizers and other soil building materials. Competencies to be developed during the unit include: (1) taking soil samples for soil testing purposes, (2) using soil tests in determining fertilizer needs, (3) supplying adequate nitrogen for high crop yields, (4) supplying enough phosphorus to secure high crop yields, (5) supplying the potassium necessary for high crop yields, (6) limiting the soil as needed to obtain high crop yields, (7) caring for and using manure properly, (8) using plant residues to improve soil productivity, and (9) planning a fertility program for the home farm. A list of suggested references and instructional materials is included with each discussion unit. A related document is VT 010 000, also in this issue. (DM)

VT 010 002
Vice, Billy J.; Spillman, Robert
Future Farmers of America; Unit (Module): Developing Qualities of Democratic Leadership.

Kentucky Univ., Lexington. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug68 14p.

*VOCATIONAL AGRICULTURE; *TEACHING GUIDES; *STUDENT ORGANIZATIONS; *LEADERSHIP TRAINING; *LEADERSHIP; SECONDARY GRADES; UNITS OF STUDY (SUBJECT FIELDS); PARLIAMENTARY LAW
*FUTURE FARMERS OF AMERICA; FFA

Designed by instructional material specialists for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students to develop their ability to become democratic leaders. Competencies to be developed include: (1) understanding the importance of democratic leadership, (2) becoming an aggressive democratic leader, (3) using correct parliamentary procedure in conducting business in organized groups, (4) causing vocational agriculture to be recognized as an integral and vital part of the school and community, (5) promoting vocational agriculture in the school and community, and (6) promoting good citizenship through the Future Farmers of America (FFA). A list of suggested references and instructional materials is included with each discussion unit. A related document is VT 009 999, also in this issue. (DM)

VT 010 003
Vice, Billy J.; Spillman, Robert
Forestry; Unit (Module): The Resource.

Kentucky Univ., Lexington. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug68 10p.

*VOCATIONAL AGRICULTURE; *FORESTRY; *TEACHING GUIDES; *CAREER OPPORTUNITIES; SECONDARY GRADES; *OCCUPATIONAL INFORMATION; UNITS OF STUDY (SUBJECT FIELDS)

Designed by instructional materials specialists for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students to identify career opportunities in forestry. Competencies to be developed in the unit include: understanding the importance of forestry, understanding the forestry industry in Kentucky, identifying opportunities in the management of timberland and trees for other uses, and identifying opportunities in the utilization of forests and their products. A list of suggested references and instructional materials is included with each discussion unit. Related documents in this series are VT 010 004-VT 010 009, all in this issue. (DM)

VT 010 004
Vice, Billy J.; Spillman, Robert
Forestry; Unit (Module): Growth of Trees.

Kentucky Univ., Lexington. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug68 8p.

*VOCATIONAL AGRICULTURE; *FORESTRY; *TEACHING GUIDES; *PLANT GROWTH; *TREES; PLANT SCIENCE; SECONDARY GRADES; UNITS OF STUDY (SUBJECT FIELDS)

Designed by instructional materials specialists for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students the anatomy, physiology, and growth of trees. Student competencies to be developed include: (1) visualizing the relationship of anatomy and physiology to the growth of trees, (2) identifying the effects of soil type, fertility, evaluation, and slope of tree growth, (4) identifying the effects of competition for light, moisture, fertility, and other essentials for growth, (5) understanding how trees reproduce, and (6) producing quality trees. A list of suggested references and instructional materials is included with each discussion unit. Related documents in this series are VT 010 003-VT 010 009, all in this issue. (DM)

VT 010 005
Vice, Billy J.; Spillman, Robert
Forestry; Unit (Module): Establishing Trees.

Kentucky Univ., Lexington. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug68 7p.

*VOCATIONAL AGRICULTURE; *FORESTRY; *TEACHING GUIDES; *TREES; PLANT SCIENCE; SECONDARY GRADES; UNITS OF STUDY (SUBJECT FIELDS)

Designed by instructional materials specialists for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students how to establish a new forest successfully. Competencies to be developed during the unit include: (1) understanding the assistance program in forestry, (2) selecting the proper species to be planted, (3) preparing for planting seedlings, (4) planting seedlings properly, and (5) caring for seedlings after planting. A list of suggested references and instructional materials is included with each discussion unit. Related documents are VT 010 003-VT 010 009, all in this issue. (DM)

VT 010 006
Vice, Billy J.; Spillman, Robert
Forestry; Forest Protection.

Kentucky Univ., Lexington. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug68 7p.

*VOCATIONAL AGRICULTURE; *FORESTRY; *TEACHING GUIDES; *TREES; *SAFETY; SECONDARY GRADES; UNITS OF STUDY (SUBJECT FIELDS)
*FOREST PROTECTION

Designed by instructional materials specialists for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students how to protect trees from enemies in the forest. Competencies to be developed include: (1) understanding the loss in value caused by enemies of the forest, (2) recognizing the causes and results of forest fires, (3) preventing and controlling forest fires, (4) recognizing and controlling the more serious insects and diseases that attack conifers, and (5) recognizing and controlling the more serious insects and diseases that attack hardwood trees. A list of suggested references and instructional materials is included with each discussion unit. Related documents are VT 010 003-VT 010 009, all in this issue. (DM)

VT 010 007
Vice, Billy J.; Spillman, Robert
Forestry; Unit (Module): Managing Woodland.

Kentucky Univ., Lexington. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug68 8p.

*FARM MANAGEMENT; *FORESTRY; *VOCATIONAL AGRICULTURE; *TEACHING GUIDES; *TREES; SECONDARY GRADES; UNITS OF STUDY (SUBJECT FIELDS)

Designed by instructional materials specialists for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students to plan and carry out desirable practices to regulate growth of trees. Competencies to be developed include: (1) understanding what is included in a good forestry management program, (2) understanding the relation of forestry to conservation, recreation, and beautification, (3) managing farm woodlands to control reproduction, promote growth, and assist other desirable growth habits, (4) understanding the assistance in forestry available to farmers through various agricultural agencies, and (5) understanding the importance of making and using a good work plan in managing a farm woodlands. A list of references and instruction materials is included with each discussion unit. Related publications are VT 010 003-VT 010 009, all in this issue. (DM)

VT 010 008
Vice, Billy J.; Spillman, Robert
Forestry; Unit (Module): Forest Measurements.

Kentucky Univ., Lexington. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug68 7p.

*VOCATIONAL AGRICULTURE; *FORESTRY; *TEACHING GUIDES; *MEASUREMENT; *TREES; SECONDARY GRADES; UNITS OF STUDY (SUBJECT FIELDS)

Designed by instructional materials specialists for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students how to measure forest and forest products effectively. Competencies to be developed when teaching the unit include measuring timberland, measuring growth rates, inventorying standing timber, and understanding the units for measuring timber. A list of suggested references and instructional materials is included with each discussion unit. Related documents are VT 010 003-VT 010 009, all in this issue. (DM)

VT 010 009
Spillman, Robert
Forestry.

Kentucky Univ., Lexington. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr68 15p.

*VOCATIONAL AGRICULTURE; *FORESTRY; *TEACHING GUIDES; *TREES; PLANT SCIENCE; SECONDARY GRADES; UNITS OF STUDY (SUBJECT FIELDS)

Designed by an instructional materials specialist for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students how to produce and market forest products. Major competencies to be developed include: (1) to understand the importance of forestry, (2) to select land to plant in trees and determine the species of trees to plant, (3) to plant trees successfully, (4) to manage young trees, (5) to manage woodlands, (6) to harvest our forest products effectively, and (7) to market our forest products effectively. A list of suggested references and instructional materials is included with each discussion unit. Related documents are VT 010 003-VT 010 008, all in this issue. (DM)

VT 010 028
Miller, Howard L.; Woodin, Ralph J.
AGDEX; A System for Classifying, Indexing, and Filing Agricultural Publications.

American Vocational Association, Inc., Washington, D.C.
DOCUMENT NOT AVAILABLE FROM EDRS.
Publications Editor, American Vocational Association, Inc., 1510 H Street, N.W., Washington, D.C. 20005 ($4.00).
Pub Date - 69 89p.

*INDEXING; *CLASSIFICATION; *FILING; *PUBLICATIONS; *AGRICULTURE; AGRICULTURAL EDUCATION; SUBJECT INDEX TERMS; INSTRUCTIONAL MATERIALS; INFORMATION STORAGE; CLASSROOM LIBRARIES; CLASSROOM MATERIALS
*AGDEX

The AGDEX filing system is a comprehensive numerical system designed for use by teachers of vocational agriculture and county extension agents using a broad spectrum of agricultural publications. AGDEX was designed for nationwide use and can be adapted to the agriculture in widely differing areas. During the past 10 years it has been in use in over 30 states and several foreign countries. The AGDEX filing system includes this spiral bound filing guide as well as nearly 1,200 color codes, gummed labels. These labels have been arbitrarily selected as representing those most commonly used in agricultural education. Sections of the guide include: (1) Using the AGDEX System, (2) What AGDEX Can Do for You, (3) Installing AGDEX, (4) Classifying Publications with AGDEX, (5) Assigning Index Numbers, (6) Placing Code Publications in the File, and (7) Maintaining the AGDEX System. The first edition of AGDEX originated in 1959; this revision includes a new section on off-farm agricultural occupations, is adapted for use in multiple teacher departments, and may be used for filing materials in area schools and technical institutes. A series of 29 slides and script explaining the installation and use of AGDEX may be obtained for $4.50, from Agricultural Education Curriculum Service, Room 201, 2120 Fyffe Road, Columbus, Ohio 43210. (DM)

VT 010 035
Effective Radio Use; A Self-Instructional Course.

Department of Agriculture, Washington, D.C. Forest Service
MF AVAILABLE IN VT-ERIC SET.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (A13.2:R11, $2.00).
Pub Date - Jun69 196p.

*AUTOINSTRUCTIONAL AIDS; *AGRICULTURAL EDUCATION; *FORESTRY; *RADIO; *EQUIPMENT UTILIZATION; PRETESTS; ACHIEVEMENT TESTS; ADULT VOCATIONAL EDUCATION

This manual provides a self-instructional basic course teaching the use of 2-way F.M. radios to Forest Service personnel. The major part of the content is the manual portion, including information on: (1) major types of Forest Service radio units, (2) transmitting channels and radio reception, (3) operational procedures of the radio, (4) use of the standard 10-code, (5) military time of day designations, and (6) good radio practices. Self-tests are provided for each subject area. Also included are sections on safety and role playing, a pre-test, a post-test, answer pages coded to each test, and an optional section of questions for use with a special tape of actual radio transmissions. Estimated time for completion of the course is 15 to 30 hours, to be covered in sessions of 2 to 4 hours each. Recommended stopping or "break points" are designated. (AW)

VT 010 044
Vice, Billy J.; Spillman, Robert
Tobacco; Unit (Module): Planning to Grow Tobacco.

Kentucky Univ., Lexington. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug68 24p.

*VOCATIONAL AGRICULTURE; *TEACHING GUIDES; *TOBACCO; *AGRICULTURAL PRODUCTION; *FARMERS; PLANT SCIENCE; UNITS OF STUDY (SUBJECT FIELDS); TRANSPARENCIES; SECONDARY GRADES

Designed by instructional materials specialists for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students how to plant and grow tobacco. Specific competencies to be developed include: (1) understanding the supply and demand for tobacco, (2) understanding the importance of tobacco in Kentucky agriculture, (3) understanding the importance of tobacco in the farm business, (4) selecting the best land for tobacco, and (5) selecting a profitable variety or strain of tobacco to grow. A list of suggested references and instructional materials is included with each discussion unit. Thirteen transparency masters are appended. Related documents are VT 010 045-VT 010 047, all in this issue. (DM)

VT 010 045
Spillman, Robert
Tobacco; Unit (Module): Growing Tobacco.

Kentucky Univ., Lexington. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov68 16p.

*VOCATIONAL AGRICULTURE; *TEACHING GUIDES; *FARMERS; *TOBACCO; *AGRICULTURAL PRODUCTION; PLANT SCIENCE; SECONDARY GRADES; UNITS OF STUDY (SUBJECT FIELDS)

Designed by an instructional materials specialist for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students how to grow tobacco. Competencies to be developed include: (1) understanding that a fertile soil is necessary to produce large yields of high-quality tobacco, (2) fertilizing the tobacco crop, (3) preparing land for tobacco, (4) transplanting tobacco, (5) cultivating tobacco, (6) controlling insects that injure tobacco in the fields, (7) controlling diseases that damage to the tobacco in the field, and (8) topping tobacco and controlling suckers. A list of suggested references and instructional materials is included with each discussion unit. Related documents are VT 010 044-VT 010 047, all in this issue. (DM)

VT 010 046
Vice, Billy J.; Spillman, Robert
Tobacco; Unit (Module): Producing Tobacco Plants.

Kentucky Univ., Lexington. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug68 11p.

*VOCATIONAL AGRICULTURE; *TEACHING GUIDES; *TOBACCO; *AGRICULTURAL PRODUCTION; *FARMERS; PLANT SCIENCE; SECONDARY GRADES; UNITS OF STUDY (SUBJECT FIELDS)

Designed by instructional materials specialists for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students to produce enough good plants to transplant at the proper time. Specific competencies to be developed include: (1) understanding the importance of having good tobacco plants, (2) locating the tobacco plant bed, (3) treating the tobacco plant bed for weed control, (4) feeding the tobacco plant bed, (5) controlling insects and diseases in the tobacco plant bed, (6) regulating the growth of the tobacco plants in the tobacco plant bed, and (7) providing the tobacco plant beds for next year. A list of suggested reference and instructional materials is included with each discussion unit. Related documents are VT 010 044-VT 010 047, all in this issue. (DM)

VT 010 047
Vice, Billy J.; Spillman, Robert
Tobacco; Unit (Module): Harvesting, Housing, Curing, Stripping and Marketing Tobacco.

Kentucky Univ., Lexington. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug68 18p.

*VOCATIONAL AGRICULTURE; *TEACHING GUIDES; *TOBACCO; *AGRICULTURAL PRODUCTION; *FARMERS; TRANSPARENCIES; SECONDARY GRADES; UNITS OF STUDY (SUBJECT FIELDS)

Designed by instructional materials specialists for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students how to harvest, house, cure, strip, and market burley tobacco. Competencies to be developed include: (1) understanding the importance of properly handling tobacco, (2) timing tobacco, (3) harvesting tobacco, (4) caring for tobacco during curing, (5) using good practices in stripping and sorting, and (6) marketing tobacco. A list of suggested references and instructional materials is included with each discussion unit. Three transparency masters are appended. Related documents are VT 010 044-VT 010 046, all in this issue. (DM)

VT 010 048
Spillman, Robert
Farm Animals; Unit (Module): Feeding Livestock.

Kentucky Univ., Lexington. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov68 26p.

*VOCATIONAL AGRICULTURE; *TEACHING GUIDES; ANIMAL SCIENCE; *NUTRITION; *AGRICULTURAL PRODUCTION; *LIVESTOCK; FARMERS; TRANSPARENCIES; SECONDARY GRADES; UNITS OF STUDY (SUBJECT FIELDS)

Designed by an instructional materials specialist for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students how to feed livestock efficiently. Competencies to be developed include: (1) understanding the importance of good feeding practices, (2) identifying the nutrient needs of farm animals, (3) understanding how farm animals use their feed, (4) using pasture effectively in feeding livestock, (5) using harvested forages to the best advantage in feeding livestock, (6) feeding grain properly to livestock, (7) using protein supplement to the best advantage in feeding livestock, (8) providing the necessary minerals for livestock, (9) providing clean water in sufficient amounts for livestock, (10) supplying livestock with adequate vitamins, (11) using feed additives properly in livestock rations, and (12) using the best methods of feeding farm animals according to their needs. A list of suggested references and instructional materials is included with each discussion unit. Transparency masters entitled: "Feed, the Biggest Expense in Livestock Production" and "Returns Above Feed Costs Greatest During Pasture Months" are appended. (DM)

VT 010 049
Elrich, Michael; Spillman, Robert
Farm Animals; Unit (Module): Hog Production.

Kentucky Univ., Lexington. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar69 35p.

*VOCATIONAL AGRICULTURE; *TEACHING GUIDES; *SWINE; AGRICULTURAL PRODUCTION; *FARMERS; ANIMAL SCIENCE; LIVESTOCK; SECONDARY GRADES; UNITS OF STUDY (SUBJECT FIELDS); INSTRUCTIONAL MATERIALS

Designed by instructional materials specialists for use by teachers in lesson planning for high school vocational agriculture, this reference contains suggestions for teaching students how to produce hogs efficiently for maximum profit. Suggest competencies to be developed include: (1) determining the possibilities in producing hogs, (2) securing breeding animals that will increase production, (3) breeding hogs, (4) feeding hogs during the breeding season and through gestation, (5) feeding pigs from birth to market, (6) managing and caring for sows properly during gestation and through farrowing, (7) raising pigs from birth until they are marketed, (8) controlling common parasites and diseases of hogs, (9) providing facilities needed for efficient hog production, (10) using records in improving the hog business, and (11) marketing hogs efficiently. Seven pages suitable for reproduction as transparency masters or other instructional materials are appended. A list of suggested references and instructional materials is included with each discussion unit. A related document is VT 010 048, also in this issue. (DM)

VT 010 424
Meat Cuts (Overhead Transparency Masters).

California State Polytechnic Coll., San Luis Obispo. Vocational Education Productions
California State Dept. of Education, Sacramento. Vocational Education Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 30p.

*TRANSPARENCIES; *VOCATIONAL AGRICULTURE; CONSUMER EDUCATION; *ANIMAL SCIENCE; *MEATS; *LIVESTOCK; INSTRUCTIONAL AIDS; SECONDARY GRADES
*MEAT CUTS

Vocational agriculture teachers may use instructional aids produced from these 14 transparency masters and 14 overlay masters in teaching animal science to high school classes. The transparencies include wholesale and retail beef, pork, lamb, and veal cuts. (BC)

BUSINESS AND
OFFICE EDUCATION
SECTION

VT 000 133
A Resource Unit for How Our Business System Operates, Teacher's Handbook.

Texas Univ., Austin. Instructional Materials Lab.
DuPont de Nemours (E.I.) and Co., Wilmington, Del. Employee Relations Dept.
DOCUMENT NOT AVAILABLE FROM EDRS.
Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas, Austin, Texas 78712 ($1.25).
Pub Date - Apr65 55p.

*RESOURCE UNITS; *TEACHING GUIDES; *CHARTS; *BUSINESS EDUCATION; *ECONOMICS

Some separate but related aspects of our business system structured as a flannel-board presentation are presented. The presentation was originally developed in 1949 by the DuPont Company for use with their employees and was later adapted by the National Association of Manufacturers for use by industry and schools in general. It can be used in the following areas: social studies, business and distributive education, home economics, practical arts, apprentice training, adult education, trade and industrial education, and agriculture. Suggested objectives include: to develop an understanding of our economic system and to understand the relationship which exists between our economic system and our political system. The highlights of the four chart presentations are: (1) the basic factors in the business system, (2) the accomplishments of the American business system over a 100-year period, (3) a delineation of the steps of the American competitive system in operation, and (4) certain constitutional rights and privileges which are inherent in our system of government. Each of the four sections of the handbook contains: charts, card symbols, discussion, and discussion questions. Nineteen suggested problems and projects and four student-use charts are provided in the appendix. (SL)

VT 000 444
Business Education Curriculum Guidelines, Grades 7-12.

Bellevue Public Schools, Nebraska
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul66 42p.

*BUSINESS EDUCATION; *OFFICE OCCUPATIONS; *OFFICE OCCUPATIONS EDUCATION; SECONDARY GRADES; *CURRICULUM GUIDES

Courses and activities have been designed to meet the junior high exploratory needs and the senior high personal and vocational needs. They include: (1) Personal Use Typewriting, Grade 7--an exploratory course required of all 7th grade students, (2) Personal Use Typewriting, Grade 9, 10, 11 or 12--a 1-semester course which includes a grading scale, (3) General Business, Grade 10 or 11, (4) Shorthand I, Grade 11 or 12--a prerequisite for the secretarial practice course, (5) Typewriting I, Grade 10, 11 or 12--a 2-semester vocational course, (6) Clerical Office Practice, Grade 11 or 12, (7) Bookkeeping, Grade 12--vocational and personal use, (8) Secretarial Practice, Grade 12, and (9) Business Law, Grade 11 or 12--a 1-semester course. Material for each course includes a general discussion of the scope of the program, major points of emphasis, expected outcomes, and outline of course content, suggested time allotment, and references. (PS)

VT 000 671
Simpson, Marshall, Ed.; Walker, Robert A., Ed.
Business Education, Grades 10-12, A Curriculum Guide for Teacher and Counselor Use, 1965-66.

Lansing School District, Mich.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 74p.

*BUSINESS EDUCATION; *CURRICULUM GUIDES; SECONDARY GRADES; DISTRIBUTIVE EDUCATION

This curriculum guide was developed to meet the vocational goals of business students and the requirements for graduation. Three-year program planning suggestions are presented in the following areas: (1) secretarial education, (2) bookkeeping education, (3) general clerical education, (4) office cooperative education, and (5) retailing education including distributive cooperative education. A brief outline for each business subject is included and covers the major areas of instruction, emphasis or outcomes, typical activities, and textbooks and supplementary aids for instruction and evaluation. (PS)

VT 000 831
How to Teach Business Subjects. Instructional Methods Series. Business Education Publication No. 108.

California State Dept. of Education, Sacramento
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar63 119p.

*INSERVICE TEACHER EDUCATION; *ADULT VOCATIONAL EDUCATION; *TEACHING METHODS; TEACHING TECHNIQUES; *BUSINESS EDUCATION TEACHERS; *DISTRIBUTIVE EDUCATION TEACHERS

Designed especially for the new teacher in junior college business education, this handbook has been prepared to help inexperienced instructors acquire the essentials of good teaching. The experience of teacher-trainees and instructors in the program of distributive education are also included. Information covers the learning process, getting ready to teach, how to teach, how to teach discussion classes, how to conduct conference discussions and panel discussions, how to teach classes who members "learn by doing," how to use role-playing and practice sales demonstrations, how to improve teaching with visual aids, and how to use tests. (PS)

VT 000 882
Gillett, Virgene, And Others
Teachers' Guide for Clerk Typist, V.E. (Office Practice).

Oakland Public Schools, Calif.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 17Mar65 40p.

*OFFICE PRACTICE; *CURRICULUM GUIDES; TEACHING GUIDES; SECONDARY GRADES; OFFICE OCCUPATIONS; *OFFICE OCCUPATIONS EDUCATION; *TYPISTS; *CLERICAL OCCUPATIONS

Brief content is outlined for a 1-year office practice course for the advanced typing student (clerk-typist). Some objectives of the course are: (1) to polish skills previously learned and to integrate those skills to actual job situations, and (2) to help students reach an employable level in the basic skills of typewriting, transcribing from machines, operating duplicating and calculating machines, filing, and general office procedures. Units cover a review of typewriting skills, Civil Service training, introduction to the field of automated data processing, and office machines. Teaching suggestions, student instructions and techniques, and grading and production standards are given for the office machines unit. The appendixes include a daily grading sheet, suggested grading scales, rotation charts, spelling lists, abbreviations one should know, standard indexing rules, and liquid duplication instruction sheets. (PS)

VT 000 926
Curriculum Guide for Business Education, Grades Nine Through Twelve. Secondary Curriculum Bull-145.

Kansas City Public Schools, Mo.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 472p.

*OFFICE OCCUPATIONS EDUCATION; *BUSINESS EDUCATION; *OFFICE OCCUPATIONS; *CURRICULUM GUIDES; SENIOR HIGH SCHOOLS; SECONDARY GRADES

A program of Business Education is presented to prepare general clerical workers and secretarial workers. Course outlines are included for the following: (1) General Business, (Grade 9, 2 semesters), (2) Personal Typing (Grades 10, 11 and 12, 1 semester), (3) Business Typewriting (Grades 10 and 11, beginning and advanced courses, 2 years), (4) Accounting (Grade 11, 2 semesters), (5) Advanced Business (Grade 12, 2 semesters) which includes economics of business and business law, (6) Stenography(Grade 11, 2 semesters), (7) Clerical Practice (Grade 12, 2 semesters), a 3-hour block-of-time program to review and expand basic skills and develop new skills in filing and operation of office machines, and (8) Secretarial Practice (Grade 12, 2 semesters), a 3-hour block-of-time program to increase accurate dictation and transcription speeds and to develop employable skills in machine transcription and other office skills. The units for each course include specific objectives, business concepts and understandings for the unit, outline of procedures and activities for the teacher and students, evaluation, resource materials, and audio-visual instructional materials. (PS)

VT 007 186
Workshop Report of Overview of the Intensive Program; A Guideline for Instituting Programs. Bulletin 13.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education
Ohio State Univ., Columbus
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb68 40p.

*PROGRAM GUIDES; PROGRAM PLANNING; GRADE 11; GRADE 12; *VOCATIONAL EDUCATION; *OFFICE OCCUPATIONS EDUCATION; *BUSINESS EDUCATION; EDUCATIONAL EQUIPMENT; EDUCATIONAL FACILITIES; CURRICULUM PLANNING

An overview of the Ohio Intensive Program in business and office education is provided to serve as a guideline for those considering instituting such a program at the high school level. The intensive business and office education program (BOE) was developed for students needing depth training in the skills and related areas of office occupations. Training is in a simulated office situation in school using a three or four hour block schedule, with not work experience involved. The question-answer approach is used to impart information in the areas of: (1) an introduction to BOE in the state, (2) vocational business and office education in the local school, (3) initiating the BOE program, (4) orientation of the BOE program, (5) problems in initiating the BOE program, (6) qualifications of teachers, (7) development of program content, and (8) equipment and facilities. Steps in applying for the program and forms used are included in the appendix. (MM)

VT 007 786
A Guide for Teaching Bookkeeping in Colorado Schools.

Colorado State Dept. of Education, Denver. Div. of Elementary and Secondary Education
MF AVAILABLE IN VT-ERIC SET.
Office of Instructional Services, Division of Elementary and Secondary Education, Colorado State Department of Education, Denver, Colorado 80203 ($1.00).
Pub Date - Jan68 48p.

*TEACHING GUIDES; *OFFICE OCCUPATIONS EDUCATION; *BOOKKEEPING; HIGH SCHOOLS; ADULT VOCATIONAL EDUCATION; STUDENT EVALUATION; OCCUPATIONAL INFORMATION; INSTRUCTIONAL MATERIALS; PHYSICAL FACILITIES; EDUCATIONAL EQUIPMENT; ELECTRONIC DATA PROCESSING; EDUCATIONAL COUNSELING

Developed by a production committee appointed by the State Advisory Committee on Business Education, this guide for use in public secondary schools is designed to offer the teacher suggestions for organization, content, activities, and student evaluation in bookkeeping, Section titles are: (1) Purpose, (2) Objectives, (3) Who Should Elect Bookkeeping? (4) Especially for New Teachers, (5) Individual Differences, (6) Practice Sets, (7) Income Tax, (8) Data Processing, (9) Testing and Grading, (10) Classes in Bookkeeping for Adults, (11) Housing and Equipment, (12) Resource Materials, and (13) Bookkeeping Teaching Practices Test. Appendixes include a bookkeeping class application form, general study suggestions for bookkeeping and accounting, occupational information regarding the field of bookkeeping, and a check list for the study of a bookkeeping system. (JK)

VT 009 673
Jenkins, Sada Beth, And Others
Office Practice: A Teachers Guide.

Colorado State Dept. of Education, Denver, Office of Instructional Services
MF AVAILABLE IN VT-ERIC SET.
Office of Instructional Services, Division of Elementary and Secondary Education, Colorado State Department of Education, Denver, Colorado 80203 ($1.00).
Pub Date - Feb69 46p.

*TEACHING GUIDES; *CURRICULUM GUIDES; *BUSINESS EDUCATION; *OFFICE PRACTICE; *OFFICE OCCUPATIONS; BUSINESS SKILLS; SECONDARY GRADES

Prepared by a state committee of business educators, tested statewide for 10 years, and updated to include the most current information in the subject area, this guide is intended to aid high school business education teachers in planning courses and lessons in office practice. The content is divided into two parts, with the first one providing general information on such aspects as overall objectives, course length, grade and student selection, evaluation methods, and equipment and equipment servicing. Part II, the major portion of the guide, covers the specific course material offered, including units on: (1) Communication, (2) Filing, (3) Record-Keeping, (4) Introduction to Data Processing, (5) Personal and Business Relations, (6) Vocational Information, and (7) Office Machines. Each unit provides specific objectives, content, suggested learning activities, methods of evaluation, and selected references. Instructions for teachers for developing job instruction sheets, and a bibliography including textbooks, periodicals, reference books, and visual materials also are given. A certified business education instructor should conduct the course, and students should have completed at least one year of typewriting, The course length may be one or two semesters, dependent upon local needs. (AW)

VT 009 967
Business and Marketing Education Guide.

Utah State Board for Vocational Education, Salt Lake City
MF AVAILABLE IN VT-ERIC SET.
Utah State Board of Education, 136 East South Temple, Salt Lake City, Utah 84111 ($1.50).
Pub Date - 66 171p.

*CURRICULUM GUIDES; *BUSINESS EDUCATION; *MARKETING; *DISTRIBUTIVE EDUCATION; *BUSINESS SUBJECTS; SECONDARY GRADES

Prepared in a 1962 workshop, field tested for 2 years, and revised prior to publication, this curriculum guide is for use by teachers and administrators in planning and implementing courses in business and marketing education on the secondary level. The guide is organized into two major divisions, Business Education and Marketing Education, with both sections providing such information as recommended grade level, objectives, course content, prerequisites, teaching aids and projects, and evaluation. Content of the Business Education section includes: (1) Typewriting, (2) Shorthand (beginning and advanced), (3) Transcription, (4) Office Procedure and Machines, (5) Cooperative Office Training, (6) Automation, (7) Business Communications, and (8) Adult Education. The Marketing Education section covers: (1) Basic Business, (2) Advanced Business Principles, (3) Economics, (4) Business Law, (5) Bookkeeping, (6) Record Keeping, (7) Business Mathematics, and (8) Cooperative Marketing Education. Bibliographies are included for each chapter. (AW)

VT 009 968
Suggested Guide for Cooperative Office Education and Data Processing.

Oklahoma State Board for Vocational Education, Stillwater. Div. of Business and Office Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug66 29p.

*CURRICULUM GUIDES; *OFFICE OCCUPATIONS EDUCATION; *COOPERATIVE EDUCATION; *COOPERATIVE PROGRAMS; *BUSINESS EDUCATION; GRADE 12

This curriculum guide was developed through review and consolidation of various cooperative office education course outlines prepared by teachers enrolled in teacher-training programs at two Oklahoma universities. It is designed as an aid in planning and implementing local cooperative office education courses for high school seniors. Introductory material on objectives, suggested methods of evaluation, and teaching suggestions are followed by 13 unit outlines, including: (1) Production Typewriting, (2) Business Communication, (3) Office Machines, (4) Business Arithmetic, (5) Record Keeping, (6) Office Automation, (7) General Office, (8) Stenographers, and (9) Bookkeeping. Supplementary materials provided are a suggested list of Gregg text materials, reference materials, and supporting materials, including prices. (AW)

VT 009 977
Cooperative Business Education in Florida's High Schools.

Florida State Dept. of Education, Tallahassee. Business and Distributive Education Section
MF AVAILABLE IN VT-ERIC SET.
Bulletin 73H-6
Pub Date - Apr69 115p.

*TEACHING GUIDES; *BUSINESS EDUCATION; *PROGRAM DEVELOPMENT; *INSTRUCTIONAL PROGRAMS; *INSTRUCTOR COORDINATORS; PROGRAM EVALUATION; COOPERATIVE EDUCATION; RECORDS (FORMS)
FLORIDA

This guide is for use by cooperative business education teacher-coordinators in planning an integrated series of classroom instruction and supervised work experience related to students' career objectives in business or office occupations. The content objectives are to develop skills and understanding in the following areas: philosophy and objectives, the cooperative business education program, the cooperative business education teacher-coordinator, the instructional program, and program effectiveness through the evaluation. The guide was developed through the combined efforts of participants in a teacher workshop and of graduate students in a business education teaching methods course. Examples of forms and questionnaires used in a cooperative education program are appended. (CH)

DISTRIBUTIVE
EDUCATION
SECTION

VT 000 125
Kneeland, Natalie
How to Supervise an Employee: Distributive Education Program.

Texas Univ., Austin. Dept. of Distributive Education
Texas Education Agency, Austin. Distributive Education
DOCUMENT NOT AVAILABLE FROM EDRS.
Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas, Austin, Texas 78712.
Pub Date - Sep56 77p.

*CURRICULUM GUIDES; *SUPERVISORY TRAINING; *DISTRIBUTIVE EDUCATION; INSERVICE EDUCATION; ADULT VOCATIONAL EDUCATION

This leader's guide is designed to help owners, managers, department heads, and other supervisory personnel work with the people under them in the most satisfactory manner. It deals specifically with the techniques of building employee morale through skillful induction, follow-up, correction, and handling of the employee with a grievance. The following topics are included: What It Means to be a Supervisor, How to Induct an Employee, How to Follow-Up an Employee, How to Handle Correction and an Employee with a Grievance, and Check-Up on Supervision. The material can be presented in five 2-hour meetings or ten 1-hour meetings. Sample demonstrations for the teacher are included, along with pass-out sheets, pass-out cards, and suggested flip charts or posters. Each topic contains: the objectives for the section, teaching tips, content outline, and application of information. (SL)

VT 000 126
How to Train an Employee: Distributive Education Program.

Texas Univ., Austin. Dept. of Distributive Education
Texas Education Agency, Austin. Distributive Education
DOCUMENT NOT AVAILABLE FROM EDRS.
Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas, Austin, Texas 78712.
Pub Date - May57 61p.

*CURRICULUM GUIDES; *INSERVICE EDUCATION; *DISTRIBUTIVE EDUCATION; *SUPERVISED TRAINING; ADULT VOCATIONAL EDUCATION

This leader's guide is designed to help owners, managers, department heads, and other supervisory personnel carry out effective on-the-job training. The following topics are presented: (1) The Four Basic Steps in Training, (2) How to Get Ready to Train, (3) Demonstrations of Skill Training (Factual Information), (4) Demonstrations of Training in Factual Information (Attitude Training), (5) Demonstrations of Attitude Training and Finale. The course can be presented in five 2-hour meetings or ten 1-hour meetings. Six illustrative training diagrams and numerous class handouts are included. This manual is reproduced through the courtesy of the Georgia State Department of Education, Vocational Education Service, Distributive Education Division, Atlanta, Georgia. (SL)

VT 000 165
Johnson, Shirley Wagoner
Merchandising. (Junior College Series).

Texas Univ., Austin. Dept. of Distributive Education
DOCUMENT NOT AVAILABLE FROM EDRS.
Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas, Austin, Texas 78712 ($3.50).
Pub Date - Sep64 123p.

*TEACHING GUIDES; *DISTRIBUTIVE EDUCATION; *MERCHANDISING; SALES OCCUPATIONS; *RETAILING; JUNIOR COLLEGES; POST SECONDARY EDUCATION

Written by a distributive education program coordinator, this teacher's manual is designed to aid the junior college or post-secondary teacher in increasing students' knowledge and skills in merchandising. The content includes units on: (1) The Changing Picture of Retailing, (2) Merchandising in our Economy, (3) What to Buy to Have the Right Merchandise at the Right Time in the Right Place, (4) The Other Half--Selling and Sales Promotion, and (6) A concluding section entitled "Merchandising Review Outlines." Each unit contains aims and objectives, a teaching outline, and suggestions to teachers. In addition, some units also provide a vocabulary list, suggested projects, test suggestions, quizzes, problem sets, and a bibliography. An exam (with answer key) covering units I, II, and III and a final exam (answer key not furnished) are included. Students in the class should have an occupational interest in merchandising, and the instructor must be advanced in business mathematics and have experiences in the field of merchandising. (AW)

VT 000 423
Individual Instruction Materials, Distributive Education.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec65 30p.

*BIBLIOGRAPHIES; *INSTRUCTIONAL MATERIALS; *DISTRIBUTIVE EDUCATION; PUBLICATIONS; INDIVIDUAL INSTRUCTION

This bibliography has been prepared to assist distributive education coordinators in obtaining individual instruction materials. Entries are grouped under 60 alphabetically arranged subject areas, with each entry including the title of the instructional material and its source of availability. A listing of national trade and non-profit organizations is also provided. (AW)

VT 009 295
Distributive Education in Merchandise Handling Occupations: A Program of Instruction.

Oakland Unified School District, Calif.
California State Dept. of Education, Sacramento. Bureau of Business Education
MF AVAILABLE IN VT-ERIC SET.
Superintendent of Business Education, Oakland Public Schools, 1025 Second Avenue, Oakland, California 94606 ($2.50).
Pub Date - nd 98p.

*TEACHING GUIDES; CURRICULUM GUIDES; BUSINESS EDUCATION; *DISTRIBUTIVE EDUCATION; *MERCHANDISING; *LOW ABILITY STUDENTS; SECONDARY GRADES; OCCUPATIONAL CLUSTERS; STOCKKEEPING; *PROJECT TRAINING METHODS
MERCHANDISE HANDLING OCCUPATIONS

This teacher's guide was developed by a team of business and distributive education teachers, for use in the first of a 2-year high school vocational program comprising a cluster of merchandise handling occupations. The program is designed primarily to prepare scholastically average or below-average boys for employment as merchandise handlers by providing them with an opportunity for meaningful, occupationally-directed learning and practical training. The content includes brief introductory information on the development and operation of the program, general instructions to the teacher, and seven units of instruction: (1) Introduction to Students, (2) American Economic System, (3) Transportation Documents, (4) Transportation of Goods, (5) Shipping, Receiving, and Warehousing, (6) Human Relations on the Job, and (7) Getting and Holding the Job. Units give explanatory and definitive information on the topics, and suggested learning activities including objectives, materials needed, teaching suggestions, and questions to be answered. A suggested laboratory layout, laboratory equipment and supply list, selected periodic literature and reference sources, and a bibliography are appended. A qualified business or distributive education teacher should conduct the course. (AW)

VT 009 361
The Training of Salesmen, Saleswomen and Sales Demosntrators. Recommendation 17.

Electricity Supply Industry Training Board, London (England)
MF AVAILABLE IN VT-ERIC SET.
Electricity Supply Industry Training Board, 30 Millbank, London, S.W. 1, England.
Pub Date - Dec68 31p.

*PROGRAM GUIDES; ELECTRICAL OCCUPATIONS; EDUCATIONAL PROGRAMS; SALESMANSHIP; RECRUITMENT; *SALES OCCUPATIONS; *ON THE JOB TRAINING; *DISTRIBUTIVE EDUCATION; *FOREIGN COUNTRIES
*ENGLAND; ELECTRICITY SUPPLY INDUSTRY TRAINING BOARD

This guide was developed as one of a group of 18 to recommend training programs in electrical occupations. It is designed to provide for on-the-job and formal classroom training of salesmen, saleswomen, and sales demonstrators. Contents are: (1) Objectives, (2) Recruitment, (3) Selection, (4) Pattern of Training, (5) Duration of Training, (6) Inducting and Introductory Training, (7) First Sales Training Course, (8) On-Job Training, (9) Associated Studies, (10) Second Sales Training Course, (11) Further On-Job Experience Including Additional Training, (12) Supervision of Training, (13) Assessment of Training, (14) Completion of Training, Program, and (15) Career Development. The appendixes contain: (1) Note on the National Institute of Industrial Psychology Seven Point Plan, (2) First Sales Training Course Guide Syllabuses, (3) First Sales Training Course Specimen Timetable, (4) Second Training Course Guide Syllabuses, and (5) Second Sales Training Course Specimen Timetable. (GR)

VT 009 557
A Library for Distributive Education.

Ohio State Univ., Columbus. Div. of Distributive Education
Ohio State Dept. of Education, Columbus. Distributive Education Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 17p.

*BIBLIOGRAPHIES; *DISTRIBUTIVE EDUCATION; *REFERENCE MATERIALS; BUSINESS EDUCATION; BUSINESS SUBJECTS; *TEXTBOOKS; *SUPPLEMENTARY TEXTBOOKS; COMMUNICATION (THOUGHT TRANSFER); ECONOMICS; SALESMANSHIP; MARKETING; MERCHANDISING; MANAGEMENT; DATA PROCESSING; PERSONNEL

Prepared by the Division of Distributive Education of the Ohio State University, this bibliography provides distributive education reference material for both students and teachers, designating the intended user for each reference listed. References are arranged alphabetically by author or title under each of the following topics: (1) Business Communications, (2) Business Law, (3) Economics, (4) Finance and Electronic Data Processing, (5) General Marketing Texts, (6) Histories of Business, (7) Insurance, (8) Introduction to Business, (9) Management, (10) Merchanidising Information, (11) Personal Development, (12) Personnel, (13) Salesmanship, and (14) Sales Promotion. The 250 references range in date from 1940 to 1964. (AW)

VT 009 599
Player's Instruction Manual for Simulation of Restaurant Management Decisions.

Michigan State University, East Lansing. School of Hotel, Restaurant and Institutional Management
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 68 16p.

*SIMULATION; SIMULATED ENVIRONMENT; *MANAGEMENT GAMES; *GAME THEORY; *DECISION MAKING; SIMULATORS; TEACHING TECHNIQUES; MANUALS; *BUSINESS EDUCATION; INSTRUCTIONAL MATERIALS; POST SECONDARY EDUCATION
*RESTAURANT MANAGEMENT

This manual is for use in a class or seminar comprised of college seniors with an occupational focus of restaurant management as an exercise in decision-making under the stress of competitive business situations. Developed by a graduate student and instructor and tested in a senior college class, the material presented simulates situations encountered in restaurant management and employs the techniques of the "game theory" in studying the problems of decision making. The game model used is based upon research statistics and a digital computer was used to facilitate the calculations needed to supply the players with the information necessary to enact the game. The nature of the game situation is explained briefly, with the possible decisions to be made (such as restaurant opening and closing time and menu offerings) listed. The game is to be played by teams, supplied with the necessary information, who will attempt to formulate goals and manipulate the variables given in order to achieve a satisfactory payoff-profit and return in investment. A sample decision-making form, balance sheet, profit and loss statement, and menu analysis are included. The instructor conducting the game situation should be familiar with restaurant management. (AW)

VT 009 877
Color Wheel (Transparency Masters).

Clemson Univ., S.C. Vocational Education Media Center
South Carolina State Dept. of Education, Columbia. Office of Vocational Education
DOCUMENT NOT AVAILABLE FROM EDRS.
Distributive Education Section, State Department of Education, Columbia, South Carolina 29201 (Limit: one per state supervisor of distributive education).
Pub Date - 69 4p.

*TRANSPARENCIES; *DISTRIBUTIVE EDUCATION; MERCHANDISING; *COLOR PLANNING; *COLOR PRESENTATION; *COLOR; SECONDARY GRADES; INSTRUCTIONAL AIDS; EXHIBITS; DISPLAY PANELS

Instructional aids produced from these three transparency masters may be used by distributive education teachers in high school classes studying principles of display. Prepared by a teacher committee, the transparencies illustrate the primary, secondary, and tertiary colors. (AW)

VT 009 880
Salesmanship (Transparency Masters).

Clemson Univ., S.C. Vocational Education Media Center
South Carolina State Dept. of Education, Columbia. Office of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Distributive Education Section, State Department of Education, Columbia, South Carolina 29201 (Limit: one per state supervisor of distributive education).
Pub Date - 69 26p.

*TRANSPARENCIES; *DISTRIBUTIVE EDUCATION; *SALESMANSHIP; *SALES OCCUPATIONS; *SALES WORKERS; SECONDARY GRADES; INSTRUCTIONAL AIDS

Distributive education teachers may use instructional aids produced from these 22 teacher-developed transparency masters in teaching salesmanship to high school distributive education students. Titles of transparencies include: (1) A Salesman (three masters), (2) Developing Proper Attitudes, (3) The Proper Approach--Greeting the Customer (two masters), (4) Three General Customer Groups (four masters), (5) Psychological Steps in Selling, (6) Five Basic Buying Decisions, (7) Overcoming a Customer's Resistance to Purchase (three masters), (8) Decision to Buy Follows These Conditions, and (9) Possible Reasons for Failure to Close a Sale (six masters). (AW)

VT 009 897
Distributive Education IA Suggested Teaching Calendar.

Clemson Univ., S.C. Vocational Education Media Center
South Carolina State Dept. of Education, Columbia. Distributive Education Section
MF AVAILABLE IN VT-ERIC SET.
Distributive Education Section, State Department of Education, Columbia, South Carolina 29201 (limit: one per state supervisor of distributive education).
Pub Date - 69 21p.

*TEACHING GUIDES; *CURRICULUM GUIDES; *DISTRIBUTIVE EDUCATION; *LESSON PLANS; SECONDARY GRADES
*TEACHING CALENDARS

This teacher-developed suggested calendar is for teacher use in planning and presenting high school distributive education courses. The calendar is set up in outline form, listing unit topics and subtopics, suggested inclusive dates for covering the topics, methods of teaching, teaching aids, applications, and general comments. Topics covered are: (1) Self-Appraisal as a Step Toward the World of Work, (2) Development of Personal Characteristics for Employability, (3) The Customer's Viewpoint in Selling, (4) Importance of Distributive in America, (5) Kinds of Employment in Distribution, (6) Education for Distribution, (7) The Organization of Distributive Business, (8) Sales Promotion in Distribution, (9) Mathematics for Distribution, and (10) Securing Employment in Distribution. The calendar covers one school year. (AW)

VT 009 951
Channels of Distribution (Transparency Masters).

Clemson Univ., S.C. Vocational Education Media Center
South Carolina State Dept. of Education, Columbia. Office of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Distributive Education Section, State Department of Education, Columbia, South Carolina 29201 (limit: one per state supervisor of distributive education).
Pub Date - 69 18p.

*TRANSPARENCIES; *DISTRIBUTIVE EDUCATION; *MARKETING; *RETAILING; INSTRUCTIONAL AIDS; SECONDARY GRADES

Distributive education teachers may use instructional aids produced from these 14 transparency masters in teaching principles of distribution in high schools or area vocational centers. The materials, developed by a teacher committee, includes such titles as: (1) Marketing, (2) Channels of Distribution, (3) U.S. Industry, 1800-Present, (4) Functions of Marketing, (5) Buying, (6) Selling, (7) Finance, (8) Market Risk, (9) Market Research, and (10) Service Retailing. (AW)

VT 010 056
Customer Courtesy.

Scientific Resources, Inc., Union, N.J.
DOCUMENT NOT AVAILABLE FROM ERIC.
SuperMarket Institute, 200 East Ontario Street, Chicago, Illinois 60611 ($4.00).
Pub Date - 67 43p.

*PROGRAMED TEXTS; *PROGRAMED INSTRUCTION; *DISTRIBUTIVE EDUCATION; *SALESMANSHIP; *SALES WORKERS

This programed test is for use in training supermarket employees in the principles of customer relations. Contents are divided into three sections: (1) The Importance of Good Customer Relations, which includes the first 25 frames, (2) How to Show Courtesy, including frames 26-45, and (3) Using Courtesy in Difficult Situations, frames 46-68. The text is illustrated with numerous drawings. (AW)

HEALTH OCCUPATIONS
EDUCATION
SECTION

VT 000 590
Clemons, Margaret A., And Others
Curriculum Guide for Practical Nurse Education.

Colorado State Board for Vocational Education, Denver
Colorado State Univ., Fort Collins
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun65 108p.

*STATE CURRICULUM GUIDES; *HEALTH OCCUPATIONS EDUCATION; *PRACTICAL NURSES; NURSING; ADULT VOCATIONAL EDUCATION

To encourage curriculum standardization, a committee of instructors in practical nursing prepared a guide for each of the nine units currently required by the State Board for Licensed Practical Nurse Examiners for the 1-year preparatory course in practical nursing in Colorado. The units are: (1) Personal and Vocational Relationships, (2) Body Structure and Function, (3) Nursing Arts, (4) Family Living, (5) Personal and Community Health, (6) Conditions of Illness, (7) Rehabilitation and Diversions, (8) Obstetrics, and (9) Pediatrics. Subject matter, teacher's activities, students' activities, and teaching aids are given for each unit. (JK)

VT 002 114
Surgical Technician Procedures.

David Hale Fanning Trade High School, Worcester, Mass.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Oct63 46p.

*STUDY GUIDES; *HEALTH OCCUPATIONS EDUCATION; *SURGICAL TECHNICIANS; POST SECONDARY EDUCATION; INSTRUCTIONAL MATERIALS

This procedure manual developed by surgeons and surgical nurses for student use has been used for several years in a 9-month post-high school program to prepare surgical technicians. Procedures to be performed by the technician include scrubbing, gowning, gloving, positioning the patient, taking the sponge count, and sterilizing instruments and textiles after a septic case. Also included are descriptions of surgical and diagnostic procedures, an outline of a manual signal system for use during operations, and information about fire hazards. Extensive illustrations include positioning of patients, instruments, and surgical procedures. Related materials include a program outline, listings of references and films, a student experience record, a final student record, and an informational pamphlet. (JK)

VT 002 599
Trade Preparatory Training Curriculum Guide: Health Occupations I, Course No. 783.1.

North Carolina State Dept. of Public Instruction, Raleigh. Trade and Industrial Education
MF AVAILABLE IN VT-ERIC SET.
T.I.E. Series no. 58
Pub Date - Aug65 34p.

*HEALTH OCCUPATIONS EDUCATION; *CURRICULUM GUIDES; *PREVOCATIONAL EDUCATION; STUDENT RECORDS (FORMS); OCCUPATIONAL INFORMATION; SECONDARY GRADES; TEACHING GUIDES; AUDIOVISUAL AIDS; BIBLIOGRAPHIES

This curriculum guide is intended to assist the teacher in planning and presenting an introductory course in health occupations to high school students. Teachers should develop their own course outlines to meet the needs of the students in their communities. Course objectives are to: (1) introduce the student to the field and to employment opportunities and responsibilities, (2) stimulate student interest in the para-medical field, and (3) help the student to prepare for job opportunities. The units are: (1) Student Orientation to Health Occupations I, (2) Introduction to the Health Occupations, (3) Hygienic Aspects of Personal and Community Health, (4) Promotion of Good Health and Prevention of Disease, (5) Legal Aspects of Health, and (6) Role of the Student in Health Occupations. Each unit includes information and skills to be taught, methods of teaching, and sources of information. A bibliography, listings of teaching aids, and forms used in connection with the course are included. (JK)

VT 007 224
Brochure of NLN Achievement Tests for Schools of Nursing.

National League for Nursing, New York, N.Y.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb68 24p.

*TESTING PROGRAMS; *ACHIEVEMENT TESTS; PROFESSIONAL EDUCATION; HEALTH OCCUPATIONS EDUCATION; *NURSING; EQUIVALENCY TESTS
*NATIONAL LEAGUE FOR NURSING

General information on availability, scope of services, restrictions, administration, procedures for ordering and billing, and reports of test results by the National League for Nursing are described in the first part of the brochure. The second section describes 10 basic tests to be given at completion of the respective course of of major learning experiences in the particular area. These tests are in chemistry, medical-surgical nursing, micro-biology, normal nutrition, nursing of children, obstetric nursing, pharmacology, psychiatric nursing, public health nursing (for baccalaureate programs only), and anatomy and physiology. Also described for use close to graduation are eight comprehensive tests to communicable disease nursing, diet therapy and applied nutrition; disaster nursing; maternity and child nursing; medical-surgical nursing, parts I and II; natural sciences in nursing; and pharmacology in clinical nursing. Also described are comprehensive test for baccalaureate programs in applied natural sciences, maternal-child nursing, and medical-surgical nursing. Test descriptions include normative data and sample questions. (JK)

VT 009 521
Guide for Instructors: Medical Laboratory.

National Council on Medical Technology Education, Bethesda, Md.
MF AVAILABLE IN VT-ERIC SET.
National Council on Medical Technology Education, 9650 Rockville Pike, Bethesda, Maryland 20014 ($3.00).
Pub Date - 69 58p.

*TEACHING METHODS; *LABORATORY TECHNOLOGY; *HEALTH OCCUPATIONS EDUCATION; *EDUCATIONAL PSYCHOLOGY; *TEACHING GUIDES; STUDENT EVALUATION; TEST CONSTRUCTION; INSTRUCTIONAL AIDS

Intended for the use of medical laboratory teachers who lack formal experience or educational preparation for teaching, this guide focuses upon the rudiments of instructional methods and related psychological and philosophical concepts. The 10 major sections are: (1) Human Relations in Instruction, (2) Motivation, (3) Goals of Instruction, (4) Planning for Learning Activities, (5) Teaching Methods and Techniques, (6) Clinical Instruction, (7) Directing Student Performance, (8) Instructional Aids, (9) Evaluation, and (10) Preparing and Administering Tests. (JK)

VT 009 678
McDaniel, Lucy V., And Others
Bones, Joints, and Muscles of the Human Body; A Programmed Test for Physical Therapy Aides and Plate Booklet.

Rancho Los Amigos Hospital, Downey, Calif. Dept. of Physical Therapy
MF AVAILABLE IN VT-ERIC SET.
Physical Therapy Department, Rancho Los Amigos Hospital, 7601 East Imperial Highway, Downey, California 90242 ($4.50).
Pub Date - 65 195p.

*PROGRAMED MATERIALS; *HEALTH OCCUPATIONS EDUCATION; *PHYSICAL THERAPY AIDES; *ANATOMY; ADULT VOCATIONAL EDUCATION; JUNIOR COLLEGES; TRANSPARENCIES; INSTRUCTIONAL AIDS

Developed by physical therapists on the basis of job analysis, tested with several individuals and two small groups, and field tested in three hospitals, this programed text and plate booklet are intended for either individual or group use in a hospital or junior college program. It is suggested that some discussion, demonstration, and application sessions be arranged in connection with each unit. The aim of the material is to provide basic information about the musculo-skeletal system which the physical therapy aide needs to know in order to understand patient problems and treatment programs. Eight units written in linear format include an introduction and section on the head, neck, and trunk, shoulder, elbow, wrist and hand, hip, knee, and ankle and foot. Each unit requires approximately one hour. The teacher should be a registered physical therapist or nurse. Illustrations in the plate booklet are suitable for reproduction as overhead transparencies or other instructional aids. (JK)

VT 009 701
Redmond, James F.
Curriculum Guide for Health Occupations Surgical Technician.

Chicago Board of Education, Ill.
MF AVAILABLE IN VT-ERIC SET.
Chicago Board of Education, 228 North La Salle Street, Room 822, Chicago, Illinois 60601 ($.75).
Pub Date - 68 43p.

*CURRICULUM GUIDES; *HEALTH OCCUPATIONS EDUCATION; *SURGICAL TECHNICIANS; ADULT VOCATIONAL EDUCATION; SECONDARY GRADES; BIBLIOGRAPHIES; AUDIOVISUAL AIDS

This curriculum guide for use in preparing surgical technicians is adaptable to a 40-week high school cooperative program or a full-time 16-week adult program. Objectives are: (1) to apply scientific principles to operating room techniques and the care of the surgical patient, (2) to gain an understanding of the responsibilities inherent in maintaining a safe environment for the patient undergoing surgery, (3) to develop speed and dexterity in necessary skills, (4) to develop verbal and symbolic skills of interpersonal relationships with members of the surgical team, and (5) to develop the intellectual curiosity to continue personal and vocational growth. Content units are: (1) Basic Sciences, 120 classroom hours, (2) Fundamentals of Operating Room Techniques, 150 classroom and 120 clinical hours, and (3) Advanced Operating Room Procedures, 110 classroom and 340 clinical hours. The outline for each unit presents preliminary information including the general objective, time allotment, and methods of evaluation. This section is followed by an outline organized into parallel columns headed Concept, Content, Suggested Instructional Activities and Materials, and Behavioral Outcomes. A bibliography and a listing of suggested visual aids are included. (JK)

VT 009 771 ED 034 847
LaChapelle, Bette
Workshop for the Preparation of Teachers Interested in Developing Programs at the Secondary Level for Entry Level Jobs in the Health Occupations (July 1,-July 25, 1968).

Wayne State Univ., Detroit, Mich. Dept. of Family Life Education
Michigan State Dept. of Education, Lansing. Div. of Vocational Education
EDRS PRICE MF-$0.50 HC-$5.90
Department of Family Life Education, Wayne State University, Detroit, Michigan 48202 (no charge).
Pub Date - 68 116p.

*HEALTH OCCUPATIONS EDUCATION; ENTRY WORKERS; *TEACHER WORKSHOPS; *HOME ECONOMICS TEACHERS; *CURRICULUM GUIDES; GRADE 11; GRADE 12; PROGRAM GUIDES; BIBLIOGRAPHIES
WAYNE STATE UNIVERSITY

Sixteen home economics teachers participated in the workshop, which was designed to prepare teachers to begin an introductory health service program or to broaden the concepts of home economics occupational programs as related to the health occupations field. The workshop was planned by the Supervisor of Personal Services of Detroit Public Schools and members of the Wayne State College of Nursing staff over a 1-year period. Workshop activities included content area lectures, laboratory practice, curriculum interpretation, hospital visits, and video-tape presentations of nursing skills. At the conclusion of the workshop, 13 students felt secure enough to undertake the planning and development of a course and three felt secure enough in preliminary tasks but believed they needed field work before beginning to teach. The greater part of the document is appendixes, including high school level curriculum materials designed by specialists in the Wayne State University, College of Nursing and Education and coordinated in the publication by the workshop director. Also included are suggested floor plans, a community survey instrument, and the workshop questionnaire. (JK)

VT 009 774
Health Assistant; A Course of Study.

Bethlehem Area Vocational-Technical School, Pa.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec67 42p.

*CURRICULUM GUIDES; *HEALTH OCCUPATIONS EDUCATION; ENTRY WORKERS; SECONDARY GRADES; BIBLIOGRAPHIES; FIELD TRIPS

Developed by a registered nurse and pilot tested in the classroom, this guide is intended for use by nurse instructors in course development. The course has been taught on a 3-hour-per-day basis to high school seniors. Objectives are: (1) appreciation of work standards, good habits, and real values in the health occupations,

(2) encouragement toward continuance of education in the more demanding areas in the health services, (3) preparation to work in the health field after high school in such roles as medical assistant, dental assistant, ward clerk, medical secretary, or nurses' aid, and (4) preparation for homemaker role. Units include: (1) Conditions of Illness, (2) Communicable Diseases, (3) Communications, (4) Community Resources, (5) Dental Anatomy and Dental Health, (6) Drugs and Medications, (7) Elementary Body Structure and Function, (8) Emergency Care and First Aid, (9) Ethics, (10) Filing, (11) Laboratory Examinations, (12) Medical Abbreviations, (13) Medical and Dental Terminology, (14) Medicine and the Law, (15) Personality Development, (16) Procedures in Office Practice, (17) Nutrition, (18) Simple Nursing Procedures, (19) Sterilization, and (20) Study of Health Occupations. Included are listings of references, equipment and supplies, community resources, and film resources, field trips, types of guest speakers, and on-the-job observations. (JK)

VT 009 776
Manisoff, Miriam T.
Family Planning; A Teaching Guide for Nurses.

Planned Parenthood-World Population, New York, N.Y.
MF AVAILABLE IN VT-ERIC SET.
Planned Parenthood--World Population, 515 Madison Avenue, New York, New York 10022 ($1.50).
Pub Date - 69 116p.

*FAMILY PLANNING; *CURRICULUM GUIDES; *HEALTH OCCUPATIONS EDUCATION; *NURSING; COMMUNITY HEALTH SERVICES; ADULT EDUCATION

This guide is intended as a teaching aid for the nursing school educator and may be adapted to in-service training in hospitals and other health agencies. The family planning unit may be taught as a course in itself or incorporated into such traditional courses as maternal and child nursing, obstetrical and gynecological nursing, or public health nursing. Some aspects of the unit may be covered in various other courses in the nursing curriculum. A preliminary section of the guide treats purpose and objectives of the unit, suggests teaching methods, and discusses the key role of the nurse. Sections within the body of the guide include: (1) Definition of Terms, (2) History: From Comstockery to a Basic Human Right, (3) Philosophy of Family Planning, (4) Population Problems, (5) A Health Rationale for Family Planning, (6) Birth Control and Poverty, (7) Attitudes and Practices, (8) Reaching and Keeping Patients, (9) Family Planning as a Public Health Function, (10) Anatomy and Physiology of Reproduction, and (11) Methods of Birth Control. A selective bibliography and information about films and filmstrips and sources of additional materials are appended. (JK)

VT 009 931 ED 034 877
Colgan, Francis E., And Others
Health Occupations Curriculum Development: In Search of A More Powerful Curriculum.

Rocky Mountain Education Lab., Inc., Greeley, Colo.
Office of Education (DHEW), Washington, D.C. Bureau of Research
EDRS PRICE MF-$0.50 HC-$3.60 OEC-4-7-062828-30-63 24
BR-6-2828
Pub Date - Aug69 70p.

*PROGRAM DEVELOPMENT; *CURRICULUM DEVELOPMENT; *HEALTH OCCUPATIONS EDUCATION; HEALTH OCCUPATIONS; GRADE 11; TASK ANALYSIS; CORE CURRICULUM; *ENTRY WORKERS; QUESTIONNAIRES; HEALTH EDUCATION; OCCUPATIONAL MOBILITY; RURAL SCHOOLS; OCCUPATIONAL INFORMATION
ROCKY MOUNTAIN EDUCATIONAL LABORATORY; RMEL

The Rocky Mountain Educational Laboratory (RMEL) Health Occupations Curriculum project was initially structured to provide broad exploratory activities for the total student body, an elective course, orientation to employment, and work entry experience in the 11th and 12th grades. It was expected that the project would provide a prototype for rural school systems which would be transferable to the urban setting and to other occupational clusters. This paper deals only with the activities and experiences associated with the 11th grade health occupations curriculum development, in the hope that other educational agencies might reduce their planning effort through utilization of the RMEL experience. The appendix includes a sample questionnaire consisting of performance elements to be checked in terms of importance and the setting appropriate for teaching of the element by 11th grade teachers, the health occupations teacher-coordinator, health services-administrators, supervisors, and job incumbents. (JK)

VT 010 017 ED 035 734
The Allied Medical Development Project, Forest Park Community College. Final Report.

Junior Coll. District of St. Louis-St. Louis County, Mo.
Kellogg (W.K.) Foundation, Battle Creek, Mich.
EDRS PRICE MF-$0.50 HC-$3.65
Pub Date - 68 71p.

*HEALTH OCCUPATIONS EDUCATION; *COMMUNITY COLLEGES; CURRICULUM; *PROGRAM DEVELOPMENT; *PROGRAM GUIDES; QUESTIONNAIRES; PHYSICAL FACILITIES; PROGRAM EVALUATION; CLINICAL EXPERIENCE; ADVISORY COMMITTEES; DENTAL ASSISTANTS; DENTAL HYGIENISTS; MEDICAL ASSISTANTS; DENTAL TECHNICIANS; RADIOLOGIC TECHNOLOGISTS; MEDICAL LABORATORY ASSISTANTS; CHEMICAL TECHNICIANS
ST. LOUIS COUNTY; MISSOURI; FOREST PARK COMMUNITY COLLEGE

The Allied Medical Development Project was conceived to determine the role of the St. Louis-St. Louis County Junior College District in the education of personnel for allied medical careers in the St. Louis area. The underlying assumption was that the development of needed programs on a sound basis in the St. Louis area would result in general concepts valuable to community colleges in other urban areas seeking to develop courses of study in the health field. During the investigative year, information was collected from representatives of health service facilities through interviews, questionnaires, and reviews of pertinent literature. During the second year, the data were analyzed, programs selected, and curriculums developed. During the third year, the major emphasis was upon implementation of the six selected programs, and a survey was carried out to determine what allied medical personnel were utilized by private practitioners of medicine, dentistry, and optometry. Other sections of the document deal with core curriculum, liaison with local and national organizations, student evaluation of programs, clinic affiliation, and specialized on-campus facilities. Appended are: (1) curriculums already developed and implemented, (2) tentative curriculums for future implementation, and (3) general academic requirements. (JK)

HOME ECONOMICS
EDUCATION
SECTION

VT 000 117
Davis, Alice H., Ed.; Munnell, Jean P., Ed.
A Guide to Assist Homemaking Teachers in Teaching Special Class Pupils of Secondary School Ages.

Indiana County Public Schools, Pa.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar65 33p.

*TRAINABLE MENTALLY HANDICAPPED; *EDUCABLE MENTALLY HANDICAPPED; *OCCUPATIONAL HOME ECONOMICS; SECONDARY GRADES; *TEACHING GUIDES; HOMEMAKING SKILLS; RETARDED CHILDREN

This guide was developed to supplement general resource materials and give teachers additional help in working with mentally retarded boys and girls in special homemaking classes. The following topics are discussed: a philosophy of education, answers to questions home economic teachers ask about special education, prognosis for special class pupils, basic principles in teaching the mentally retarded, goals and general aims for homemaking classes for mentally retarded, and general suggestions for teaching this group as well as specific suggestions. Lists of concepts which can be developed are given for trainable children with I.Q.s of 50 through 85. Supplemental data sheets give suggestions for gainful employment training in five different areas: (1) babysitting, (2) working in the homes of others, (3) school lunch helper, (4) the waitress, and (5) good grooming. The chief goal for these special homemaking classes is to help each individual make a socially acceptable adjustment to his or her environment. (MF)

VT 000 338
Guide for Child Development, 1965.

Rochester City School District, N.Y. Dept. of Home Economics
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 37p.

*CURRICULUM GUIDES; *HOMEMAKING EDUCATION; SECONDARY GRADES; *CHILD DEVELOPMENT; *FAMILY LIFE EDUCATION

This 1-semester elective course for the 11th and 12th grades was designed for students in the regents and honor program and can be adapted to other situations. The purpose of the guide is to aid the teacher in selecting appropriate experiences that will meet the needs of the student. It is assumed that the teacher will use pupil-teacher planning and evaluation. Basic beliefs, guidelines for using the guide, and concepts for teaching child development are included. Generalizations, content, suggested experiences and activities, and a list of resources are given for each concept. The concepts are: (1) pre-natal growth and development, (2) physical needs of the newborn child, (3) physical growth patterns, (4) emotional growth of the child, (5) mental development of the child, (6) social development of the child, (7) value of proper discipline, (8) safety needs of the child, and (9) the handicapped child. A film list and bibliography are included. (MS)

VT 000 349
Home Economics Curriculum Guide in Program Planning.

Arizona State Dept. of Vocational Education, Phoenix
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun65 65p.

*CURRICULUM DEVELOPMENT; *PROGRAM PLANNING; *HOME ECONOMICS EDUCATION; *TEACHER EDUCATION; *CURRICULUM GUIDES; HOME ECONOMICS TEACHERS

A team approach was utilized by teachers, teacher educators, and state supervisory staff in developing this guide to help prepare boys and girls for their present and future homemaking and vocational roles. Because curriculum development is a continuous process, its change and improvement comes through answering the following: What does the nature of our society imply for the development of its future citizenry, What should be the role of the school and home economics program, and What does our knowledge about the learner, the learning process, and subject matter indicate for the most effective performance of this role. The guide was planned to help teacher seek answers to these questions as they plan appropriate curricula in home economics. Topics covered are: (1) philosophy, (2) purposes, (3) community and student survey, (4) social and economic changes, (5) characteristics of youth, (6) conceptual approach, (7) program adaptation, (8) out-of-class experiences, (9) Future Homemakers of America, (10) adult education, (11) department management, and (12) interpretation. A bibliography, survey forms, and other instruments are included. (MS)

VT 000 385
Guidelines for Teaching Personal and Family Money Management in Junior and Senior High School Homemaking Classes. H.E. Bul., no. 25.

Washington State Board for Vocational Education, Olympia. Home and Family Life Div.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 63 144p.

*CURRICULUM GUIDES; *CONSUMER EDUCATION; *FAMILY LIFE EDUCATION; *HOMEMAKING EDUCATION; SECONDARY GRADES; *MONEY MANAGEMENT; INSTRUCTIONAL MATERIALS; BIBLIOGRAPHIES

Important behavioral outcomes are identified and learning experiences and resources are suggested to help students understand the principles identified for each behavioral outcome. Helps are given for using the guide and the three levels of instruction (beginning, intermediate, and advanced) are identified by different colors of paper. Broad areas covered are: (1) managing personal and family money to meet family needs, (2) the individual and family save for the future, (3) the individual using credit, (4) how insurance protects the individual and family, (5) consumer buying, (6) social security and family security, (7) meeting long term goals through investments, (8) the individual's and family's role as a tax payer, (9) a major investment--a home, and (10) legal aspects of personal and family finance. In the appendix, text and reference books for teaching this area are analyzed on the basis of the content of "Management for Better Living" by M.C. Starr, and "Management for You" by Fitzsimmons and White. Sections of the references are grouped by levels of instruction under the appropriate headings. Publishers addresses and films are listed. (MS)

VT 000 388
Working Material in Teaching Family Finance.

Nebraska State Dept. of Education, Lincoln. Homemaking Education Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul64 38p.

*CONSUMER ECONOMICS; *CONSUMER EDUCATION; FAMILY MANAGEMENT; *HOMEMAKING EDUCATION; *CURRICULUM GUIDES

This cooperative effort by teachers should be viewed as working material to help in planning improved teaching in areas of family finance. The areas included are: (1) consumer buying, (2) credit, (3) home ownership, (4) legal aspects of family finance, (5) protection (insurance), (6) savings and investments, (7) social security, and (8) taxes. Each unit states the basic concept, goals, generalizations, and suggested learning experiences. A bibliography related to the specific areas is included. (MS)

VT 000 392
Home Economics Curriculum Guide, Grades 7-12.

Lansing School District, Mich.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 78p.

SECONDARY GRADES; *HOMEMAKING EDUCATION; *CURRICULUM GUIDES

The purpose of this guide is to help secondary teachers plan family-centered instruction in home economics. Units for the 7th grade are: The Young Miss Cooks, Clothes for the Young Miss, and Putting Your Best Foot Forward. For the 8th grade they are: The Teenager and Her Family, Entertaining Friends and Family, and Care of the Room. For the 9th grade they are: Who Am I and Clothes for the Modern Miss. The senior high school curriculum includes units on: Social Problems, Foods and Nutrition, Clothing, and Home Management. Each unit contains generalizations, suggested content, and suggested learning experiences. The subject area which involves more than one grade level is designed to make use of successive experiences, giving depth and holding duplication to a minimum. Some objectives cut across all subject areas and are integrated to develop the central theme of family and the home. (MS)

VT 000 890
Schubert, Genevieve W.
A Sample Wage Earning Training Program for--Alteration Women (Ladies' Ready-to-Wear). Designed to Utilize Home Economics Skills and Knowledge and to Meet the Requirements of the Vocational Education Act of 1963.

Milwaukee Vocational, Technical, and Adult Schools, Wis. Home Economics Div.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 58p.

*OCCUPATIONAL HOME ECONOMICS; SECONDARY GRADES; *COOPERATIVE EDUCATION; SEAMSTRESSES; *CLOTHING INSTRUCTION; *PROGRAM GUIDES; CLOTHING MAINTENANCE SPECIALISTS
*CLOTHING ALTERATION

A person trained as an alteration woman of ladies' ready-to-wear would be qualified also as a seamstress, clothing maintenance specialist, tailoress, and in specialized areas in garment manufacturing. This guide is to help a teacher plan a program to fit the needs in her school situation for 3 hours per day, 5 days per week, for 36 weeks. Students must have one year of basic home economics and one semester of orientation class as a prerequisite. Included are suggestions for facilities for teaching 10 students, resources for placement and employment, and promotional devices for program interpretation. Outlines of instruction are given for: (1) Personal Improvement, (2) Fabrics, Fibers, and Finishes, (3) Fundamentals of Clothing Construction, (4) Fundamentals of Repairing and Pressing, (5) Beginning Alterations, (6) Advanced Alterations, (7) Specialized Tailoring and Fitting Problems, and (8) Machine and Equipment Techniques. Each is outlined as to length, general objectives, instructional units, and learnings to be developed. Forms are included for community surveys, student information, medical examinations, budget proposals, job descriptions, contracts, work station duties, evaluations for employers and employees, and follow-up techniques. (MS)

VT 001 032
Hanson, Doris, Ed.
Home Economics Education.

New York State Education Dept., Albany. Bureau of Home Economics
MF AVAILABLE IN VT-ERIC SET.
Publications Distribution Unit, Room 169, Education Building, Albany, New York 12224 ($1.25).
Pub Date - 65 226p.

*HOME ECONOMICS EDUCATION; *CURRICULUM GUIDES; SECONDARY GRADES; *TEACHING GUIDES

This syllabus is designed to provide local districts with foundations for developing home economics programs which will provide learnings helpful to youth and adults. The syllabus is divided into Foundations of the Home Economics Program, The Teaching-Learning Environment, Courses of Study for Grades 7-12, and Programs for Elementary and Adult Levels. Part I includes information on the foundation of the home economics program. Part II treats aspects of the teaching-learning environment such as pupils with differing abilities and experience, home economics teachers, space and facilities, methods, materials and media, home and community experiences, and Future Homemakers of America. Part II includes: (1) home economics for Grades 7 and 8, (2) Home Economics I, II, and III, and (3) the special interest courses of Child Development, Family and Community Health, Housing, Furnishing and Equipment, Money Management, Nutrition and Meal Management, Textiles and Clothing, and Family Values for Democratic Living. For employment preparation, two separate programs of study are planned: (1) Sequence I, a 4-year program and (2) Sequence II, a 2-year program designed primarily for students unsuccessful in the regular high school program. Part IV includes programs for elementary and adult levels. The appendix contains Sequence of Learnings for Clothing Construction, Teaching Basic Learnings Through Meal Preparation, and a bibliography. (MS)

VT 001 088
Champoux, Ellen M.; Scheve, Helen
Child-Care Services. A Tentative Teaching Guide.

Kansas State Univ., Manhattan
Kansas State Board for Vocational Education, Topeka. Dept. of Home Economics Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 84p.

*OCCUPATIONAL HOME ECONOMICS; *CHILD CARE WORKERS; *CHILD CARE; *CHILD DEVELOPMENT; *CURRICULUM GUIDES; CONCEPT TEACHING

The primary objective of this guide is to help teachers provide for study, observation, and practice in the knowledge of skills necessary for child-care services. Training in the child development area opens up possibilities of employment in nursery schools, recreation centers, private homes, children's homes, pediatric wards, children's department stores, or in manufacturing. Units are developed around the basic concepts of child-care services, child-care aide, basic needs of children, growth and development of children, behavior and guidance of children, and play of children. Requirements are that: (1) trainees be at least 16 years old and in the secondary, post secondary, or adult levels of education, (2) they be interviewed by guidance personnel before enrolling, and (3) they have had some experience with children and meet certain personal qualifications. It was recommended that 10 to 12 weeks full-time or 300 to 360 hours of instruction be given for the more responsible child-care positions and that trainees have supervised work experience. The appendix includes sources of teaching aids, child-care service forms, lists of resource people, and miscellaneous helps for the teacher. (MS)

VT 001 325
Basic Nutrition and Menu Planning. Instructor's Guide.

North Carolina State Board of Education, Raleigh. Dept. of Community Colleges
North Carolina Univ., Chapel Hill. Educational Television System
North Carolina State Dept. of Public Instruction, Raleigh. School Food Service Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 107p.

*OCCUPATIONAL HOME ECONOMICS; *TEACHING GUIDES; FOOD SERVICE; FOOD STANDARDS; ADULT VOCATIONAL EDUCATION; *FOOD SERVICE WORKERS; *EDUCATIONAL TELEVISION; LUNCH PROGRAMS; NUTRITION INSTRUCTION; *NUTRITION

Thirty basic lessons were developed as part of a television series on basic nutrition. The course outline includes: (1) Nutrition--Its Importance to Man, (2) Your Nutrition Habits, (3) Nutrition Today and Tomorrow, (4) Nutrition Begins with You, (5) Menu Planning, (6) Nutritional Planning for the Scientific Age, (7) Personnel-Education-Nutrition, (8) Malnutrition--A Public Health Problem, and (9) Nutrition Does Make the Difference. The course was designed for school food service personnel training or for any persons engaged in quantity food service. These are objectives for each lesson, discussion questions and suggested classroom activities. Specific suggestions for TV presentation are given. A 3-page evaluation instrument to be filled in by the students is included. (MS)

VT 007 721
Frasier, Roberta C.; Pope, Edward V.
Helping Parents Teach Young Children. A Guide for Home Economics Program Assistants.

Federal Extension Service (DOA), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
PA-712
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (A1.68/712, 10 copies for $.65).
Pub Date - 66 15p.

*CHILD DEVELOPMENT; *CHILD CARE WORKERS; *PARENT EDUCATION; INSTRUCTIONAL MATERIALS; *TEACHING GUIDES; LESSON PLANS; PARENT WORKSHOPS; PARENT RESPONSIBILITY; *OCCUPATIONAL HOME ECONOMICS

Five lessons were developed to teach parents activities they could do with their preschool children to help prepare them for school. The first part of the booklet tells how children learn and gives suggestions for working with parents. Major topics areas in Section I are: (1) How Children Learn at Home, (2) Working with People, (3) Home Visits are Important, (4) How You Teach Makes a Difference in How and What People Learn, (5) Child Care Arrangements, (6) Supplies You Will Need, (7) Arranging the Play Center, and (8) People You Will Need. The second section gives lesson plans, including lists of supplies, suggestions for beginning the meeting, and follow-up and plans for the next meeting. The lessons are: (1) Fun with Circles, (2) Learning Through Touch, (3) Learning Different Shapes, (4) Books for Children, and (5) Teach Children to Listen. (FP)

VT 008 260
Mathematical Problems for the Fashion Design Course.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
VT-220-D
Pub Date - 65 47p.

PROBLEM SETS; *INSTRUCTIONAL MATERIALS; *NEEDLE TRADES; *SEAMSTRESSES; *MATHEMATICAL APPLICATIONS; *OCCUPATIONAL HOME ECONOMICS; MATHEMATICS MATERIALS

Problems are presented covering the fundamental arithmetical operations which the dressmaker will find necessary to perform in connection with her trade. Computation processes are not explained. Addition, subtraction, multiplication and division problems are presented for the major content areas: (1) Measures, (2) Fractions, (3) Decimals, (4) Units of Measure, (5) Percentage and Discounts, and (6) Tucking and Hemming, Ruffling, Smocking, Pleating, Belts, and General Problems. Line drawings illustrate the problems. (FP)

VT 008 480
Colorado Program Planning Guide for Home Economics Education, Secondary, Adult and Occupations.

Colorado State Board for Vocational Education, Denver. Home Economics Div.
Coloardo State Univ., Fort Collins. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Colorado State Board for Community Colleges and Occupational Education, 207 State Services Building, Denver, Colorado 80203 ($2.25 per set).
Pub Date - Jun67 102p.

*HOME ECONOMICS EDUCATION; *CURRICULUM DEVELOPMENT; *PROGRAM PLANNING; EDUCATIONAL OBJECTIVES; LEARNING EXPERIENCE; PSYCHOLOGICAL NEEDS; SOCIOCULTURAL PATTERNS; DEVELOPMENTAL TASKS; EDUCATIONAL PHILOSOPHY; CURRICULUM PLANNING; EVALUATION; *EDUCATIONAL PRINCIPLES; ARTICULATION (PROGRAM)

Home economics education program planning guidelines are provided to direct curriculum writing and revision, to act as a source for communicating and interpreting curriculum materials, to provide unity to philosophy, goals, and objectives, and to provide continuity for the various phases of home economics education. A curriculum overview is presented in written and graphic form. Philosophical beliefs and corresponding implications for home economics education are listed. Evidence and implications of the psychological foundations of learning, the developmental tasks, human needs, and characteristics of exceptional students are presented in tabular form. The sociological foundations section includes evidences and implications of population, education, economics, and scientific and technological trends. Essential features of the objectives, content, learning experiences, and evaluation are listed. The levels of behavior in the cognitive, effective, and psycho-motor domain and a model for planning curriculum and teaching for concept development are also included in the document. A flow chart and sequence chart outline programs grade seven to post-secondary level. Occupational programs are listed in chart form according to grade and major content area. An appendix contains supplementary material on learning theory, and developmental tasks, as well as a reference list. (FP)

VT 008 481
Colorado Program Planning Guide for Home Economics Education, Supplement.

Colorado State Board for Vocational Education, Denver. Home Economics Div.
Colorado State Univ., Fort Collins. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Colorado State Board for Community Colleges and Occupational Education, 207 State Services Building, Denver, Colorado 80203 ($2.25 per set).
Pub Date - Jun67 71p.

*HOME ECONOMICS EDUCATION; *SOCIOCULTURAL PATTERNS; *DEMOGRAPHY; ECONOMIC FACTORS; *STATISTICAL DATA; ACADEMIC ATTAINMENT; EDUCATIONAL STATUS COMPARISONS; POPULATION TRENDS; ENROLLMENT TRENDS; SOCIOECONOMIC BACKGROUND; EMPLOYMENT PATTERNS; LABOR FORCE; INCOME
COLORADO

Data to update curriculum planning materials in VT 008 480 (in this issue) are presented. Nineteen tables describe population trends. Sample topics are: (1) Urban and Rural Population in the U.S. 1910-1960, (2) Estimated Illigitimate Births in U.S., (3) Changes in the Population in the U.S. by Age 1950-63, (4) Projections of the Population of the State of Colorado for the Years 1970-2020, (5) Percent of Households in the United States with Female Heads, and (6) Divorces Involving Children in the United States. Twenty tables show economic trends, e.g., (1) Families by Total Money Income in Constant Dollars for the United States by Regions 1953-62, (2) Employment Status of the Population and Years of School Completed, March 1962, (3) Employment by Major Occupational Groups in the United States, 1960-1975, (4) The Gainful Employment Program, (5) Incidence of Poverty, and (6) Numbers of Women Workers by Region and State 1960. Tables of educational trends (10 in number) include such topics as: (1) Educational Attainment of Population 25 years of Age and Over, by Race and Sex in the United States, (2) Enrollment in Colorado Public Schools 1965-66, (3) Number and Percent of Dropouts by Grade and Sex in Colorado 1965, and (4) Colorado Junior College Enrollments 1963-66. (FP)

VT 009 197
Consumer Finance School Library Kit.

National Consumer Finance Association, Washington, D.C.
DOCUMENT NOT AVAILABLE FROM EDRS.
National Consumer Finance Association, Suite 702, 1000 16th Street, N.W., Washington, D.C. 20036.
Pub Date - nd 287p.

*CONSUMER ECONOMICS; *CONSUMER EDUCATION; *HOME ECONOMICS EDUCATION; *MONEY MANAGEMENT; *CREDIT (FINANCE); RESOURCE MATERIALS; RESOURCE UNITS
NATIONAL CONSUMER FINANCE ASSOCIATION

This collection of 13 instructional materials comprises a unit on consumer credit and finance to be used in home economics classes on the secondary level. Eleven of the pamphlets are publications of the National Consumer Finance Association, including: (1) "Let's Learn about Consumer Finance--1968-1969," listing educational and counseling aids for the classroom teacher, (2) "Consumer Credit and You," illustrating the subject with line drawings, (3) "It's Your Money" (1967), dealing with money management and credit, (4) "Finance Facts, 1968 Yearbook," (5) "Your Future" (1968), on careers in finance, (6) "The Expanding Market for Installment Credit--A Look toward the Future," reprint from "Consumer Finance News," (7) "Finance Facts"(1969), on consumer behavior, (8) "Consumer Finance" (1968-69), an annotated bibliography of reference materials, (9) "Money and Your Marriage," by C.F. Hawver, R.A. Burkhardt, and J.A. Peterson (1963), (10) "Basic Principles in Family Money and Credit Management," by C.F. Hawver, (1968), and (11) "So You Are Going to Make a Speech," by C.F. Hawver, presenting speechmaking tips illustrated with nine drawings. "Facts you should know about your credit" (Better Business Bureau, 1966) and "The Miracles of Credit," a narrative by R.A. Bartels (Ohio Consumer Loan Association 1958) complete the kit. (AW)

VT 009 291
Vocational Home Economics Curriculum Guide for Ohio, Grades 7-12.

Ohio State Dept. of Education, Columbus. Home Economics Section
EDRS PRICE MF-$1.75 HC-$21.65
Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 ($3.85).
Pub Date - 66 431p.

*STATE CURRICULUM GUIDES; *TEACHING GUIDES; *HOME ECONOMICS EDUCATION; *HOMEMAKING EDUCATION; *HOMEMAKING SKILLS; HOME MANAGEMENT; CONSUMER ECONOMICS; CHILD DEVELOPMENT; CLOTHING INSTRUCTION; FOODS INSTRUCTION; HOUSING; HOME FURNISHINGS

Developed by teachers, supervisors, and teacher educators, this guide is designed to aid teachers and administrators in planning and implementing effective junior and senior high school home economics education programs. The first section of the guide covers general background information such as the purpose and role of home economics, teacher views on homemaking, definitions, and a suggested scope and sequence chart for a vocational homemaking program in Ohio, containing suggested subject matter, sequence, and time allotment per unit for grades 7-12. The major portion of the guide is comprised of resource units for each of the subject areas listed on the scope and sequence chart: (1) Home Management, Family Finance, and Consumer Buying, (2) Personal, Family, and Community Relations, (3) Child Development, (4) Foods, Nutrition, and Health, (5) Clothing, Textiles, and Related Art, and (6) Housing, Home Furnishings, and Equipment. Units contain generalizations to be developed, content, learning activities, suggested resources, and bibliographies. The material should be adapted to meet local needs. (AW)

VT 009 667
Food Service; Home and Community Service Occupations with Instructional Areas in Preparing, Serving, and Storing and Cleaning Food Service Areas. Suggested Basic Course Outline.

Texas Education Agency, Austin. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Texas Education Agency, Department of Vocational Education, Capitol Station, Austin, Texas 78711.
Pub Date - May69 92p.

*OCCUPATIONAL HOME ECONOMICS; *CURRICULUM GUIDES; *FOOD SERVICE OCCUPATIONS; *FOOD SERVICE WORKERS; *SLOW LEARNERS; COORDINATION; VOCATIONAL EDUCATION; ACADEMIC EDUCATION; ACADEMICALLY HANDICAPPED

Prepared by vocational and academic education food service teachers in Texas public schools, this curriculum guide is for teacher use in planning and implementing a cluster of coordinated vocational-academic courses for students 14 years of age or older with special learning needs. The program consists of a combination of a modified or ungraded academic curriculum and occupational training, to provide these handicapped students with a dual educational opportunity for achievement in acquiring basic education skills and preparation for employment to the maximum of their ability. Contents include an introduction covering orientation and wage earning opportunities in food service occupations, followed by three major units: Preparing Food, Storing Food, and Cleaning Food Service areas. Each unit provides content, information to be taught and skills to be developed, teaching suggestions, and information sources. A bibliography, visual aids, suggested activities, suggested floor plan for a food service laboratory, and teacher's evaluation form are appended. The material is adaptable to fit three types of programs: institutional food service in a regular home economics pre-employment laboratory program, cooks training program, or assistant preparation in food service occupations for a coordinated vocational-academic program. (AW)

VT 009 686
Home Service and Home and Community Service Occupations. Suggested Basic Course Outline.

Texas Education Agency, Austin. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Texas Education Agency, Department of Vocational Education, Capitol Station, Austin, Texas 78711.
Pub Date - Apr69 111p.

*CURRICULUM GUIDES; *OCCUPATIONAL HOME ECONOMICS; *SERVICE OCCUPATIONS; *FOOD SERVICE OCCUPATIONS; ACADEMICALLY HANDICAPPED; PRACTICAL ARTS; *SLOW LEARNERS; COORDINATION; VISITING HOMEMAKERS; VOCATIONAL EDUCATION; ACADEMIC EDUCATION

Prepared by vocational and academic education teachers in Texas public schools, this curriculum guide is for use by teachers in planning and implementing a cluster of courses in home and community service occupations for students with special learning needs. The program combines vocational and midified academic instruction to provide the dual educational opportunities of acquiring a saleable skill while acquiring basic knowledge in mathematics, English, science, and social studies. It is designed to aid students with special learning needs in achieving their maximum development, including employment potential, in the shortest possible time. Topical outlines providing content, information to be taught and skills to be developed, teaching suggestions, and information sources are given for an introductory section dealing with general housekeeping, and for the service areas of: (1) Laundering (Private Family), (2) Home Assisting Day Worker, (3) Food Preparation and Serving (Domestic), (4) Serving Food, (5) Storing Food, and (6) Cleaning Food. The appendix includes visual aids, a teacher's course outline evaluation sheet, and a bibliography containing handbooks, manuals, and pamphlets. (AW)

VT 009 697
Home and Community Service Occupations Cluster for Miscellaneous Personnel Service (Caring for Family Members and Sick Persons, Housekeeping, Laundering, Preparing and Serving Meals. Suggested Basic Course Outline.

Texas Education Agency, Austin. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Texas Education Agency, Department of Vocational Education, Capitol Station, Austin, Texas 78711.
Pub Date - May69 27p.

*CURRICULUM GUIDES; *OCCUPATIONAL HOME ECONOMICS; *COMPANIONS (OCCUPATION); *SERVICE OCCUPATIONS; ACADEMICALLY HANDICAPPED; COORDINATION; VOCATIONAL EDUCATION; *SLOW LEARNERS; ACADEMIC EDUCATION; PRACTICAL ARTS

Prepared by coordinated vocational and academic education teachers in Texas public schools, this curriculum guide is for teacher use in planning and implementing a cluster of courses in home and community service occupations for students with special learning needs. The program includes a combination of vocational and modified academic instruction that provides the dual educational opportunities of acquiring a saleable vocational skill, while also acquiring basic knowledge in mathematics, science, English, and social studies. It is designed to aid students with special learning needs in reaching their maximum development, including employment potential, in the shortest possible time. Topical outlines providing content, information to be taught and skills to be developed, teaching suggestions, and information sources cover the areas of: (1) Caring for Family Members, (2) Caring for Sick Persons, (3) Rendering General Services, (4) Meeting People Outside Employer's Family, (5) Rendering Miscellaneous Services, (6) Household Mechanics, (7) Household Cleaning and Laundering, and (8) Preparing and Serving Meals. A teacher's course evaluation sheet and a bibliography including textbooks, books, booklets, film catalogs, and guides are appended. (AW)

VT 009 699
Home and Community Service Occupations Cluster for Furnishings Service: (Repairing, Altering, Constructing, and Cleaning Furnishings). Suggested Basic Course Outline.

Texas Education Agency, Austin. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Texas Education Agency, Department of Vocational Education, Capitol Station, Austin, Texas 78711.
Pub Date - May69 38p.

*CURRICULUM GUIDES; *OCCUPATIONAL HOME ECONOMICS; *SERVICE OCCUPATIONS; ACADEMICALLY HANDICAPPED; *HOME FURNISHINGS; FURNITURE; COORDINATION; ACADEMIC EDUCATION; VOCATIONAL EDUCATION; *SLOW LEARNERS; PRACTICAL ARTS

This curriculum guide was prepared by vocational and academic education teachers in Texas for teacher use in planning and implementing courses relating to furnishings service as part of a home and community service occupations cluster for students with special learning needs. Combining vocational and modified academic instruction, the program is designed to provide the dual educational opportunities of acquiring a saleable vocational skill while also acquiring basic knowledge of mathematics, English, science, and social studies; it is intended to aid students with special learning needs in reaching their maximum development, including employment potential, in the shortest possible time. Topical outlines provided content, information to be taught and skills to be developed, teaching suggestions, and information sources are given for sections on safety and basic techniques and for the furnishings service areas of: Repairing Furnishings and Furniture, Altering Furnishings, and Cleaning Furnishings for the first year cluster, and for advanced courses in Altering Furnishings, Repairing Furnishings, Upholstery, and Construction Furnishings. A teacher's course evaluation sheet and a bibliography are appended. (AW)

VT 009 702
Suggested Teaching Techniques for Home and Community Service Occupations.

Texas Education Agency, Austin. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Texas Education Agency, Department of Vocational Education, Capitol Station, Austin, Texas 78711.
Pub Date - May69 91p.

TEACHING GUIDES; *INSTRUCTIONAL MATERIALS; *RESOURCE MATERIALS; *OCCUPATIONAL HOME ECONOMICS; *SERVICE OCCUPATIONS; *FILMS; SEWING INSTRUCTION; FOODS INSTRUCTION; MAIDS; PRACTICAL ARTS; HEALTH OCCUPATIONS; SEMISKILLED OCCUPATIONS

This collection of teaching aids was compiled by participants of Texas Coordinated Vocational Academic Education workshops for use by teachers of the Texas home and community services occupational cluster for students with special learning needs. Contents include teaching aids and suggestions for five general areas which comprise the home and community services occupations: (1) Homemaker's Assistant, including maids, laundresses, and home health aides, (2) Miscellaneous Personal Service, such as nursemaids and companions, (3) Lodging and Related Services, such as hotel or motel maids, clerks, and attendants, (4) Furnishings, including drapery seamstresses and furniture upholsterers, and (5) Apparel, including dressmakers, alteration women, and cleaners and pressers. Some of the teaching aids provided are tests, sewing pointers, cooking hints, vocabulary lists, safety rules, supply lists for study of various services, and sample forms and reports. The last part of the bulletin gives suggestions for teaching with motion pictures, followed by brief descriptions of 23 related films, including title, length, whether color or black and white, order number, introductory material, and followup questions. (AW)

VT 009 717
Home and Community Service Occupations Cluster for Lodging and Related Service: (Cleaning and Making up Rooms, Attending and Checking Restrooms, Rendering Room Service, Laundering Linens). Suggested Basic Course Outline.

Texas Education Agency, Austin. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Texas Education Agency, Department of Vocational Education, Capitol Station, Austin, Texas 78711.
Pub Date - May69 35p.

*CURRICULUM GUIDES; *OCCUPATIONAL HOME ECONOMICS; *SERVICE OCCUPATIONS; *MAIDS; ACADEMICALLY HANDICAPPED; *SLOW LEARNERS; VOCATIONAL EDUCATION; ACADEMIC EDUCATION; PRACTICAL ARTS; COORDINATION

This curriculum guide was prepared by coordinated vocational and academic education teachers in Texas public schools for teacher use in planning and implementing a cluster of courses in home and community service occupations for students with special learning needs. The program includes a combination of vocational and modified academic instruction that provides the dual education opportunities of acquiring a saleable vocational skill while also acquiring basic knowledge in mathematics, science, social studies, and English. It is designed to aid students with special learning needs in achieving their maximum development, including employment potential, in the shortest possible time. Topical outlines providing content, information to be taught and skills to be developed, teaching suggestions, and information sources are given for an introductory section concerned with cleaning lodging areas, general cleaning procedures, and care of linen rooms, and for the lodging and related service areas of (1) Cleaning Rooms, (2) Making Up Rooms, (3) Rendering Room Service, and (4) Attending Checkroom and Restroom. Supplementary materials are a teacher's course outline evaluation sheet, and a bibliography containing books, booklets, and guides. (AW)

VT 009 870
Home Economics Occupational Programs (Transparency Masters and Instructions).

Clemson Univ., S.C. Vocational Education Media Center
South Carolina State Dept. of Education, Columbia. Office of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Home Economics Section, State Department of Education, Columbia, South Carolina 29201 (limit: one per state supervisor of home economics education).
Pub Date - 69 27p.

*TRANSPARENCIES; *OCCUPATIONAL HOME ECONOMICS; *FOOD SERVICE OCCUPATIONS; *INSTRUCTIONAL AIDS; *OCCUPATIONAL INFORMATION; SECONDARY GRADES

Instructional aids produced from these 24 transparency masters may be used by high school home economics teachers in presenting occupational information on the food service industry. Some of the titles included are: (1) Opportunities in Food Service, (2) Benefits of a Food Service Career, (3) Facts About the Food Service Industry, (4) You Have a Future in Food Service, (5) Safe Food Service, (6) Hints for the Interview, and (7) Watch Out for Food Poisoning. The use of additional resource materials is desirable in covering the topic. (AW)

VT 009 924
Consumer Education (Transparency Masters), II.

Clemson Univ., S.C. Vocational Education Media Center
South Carolina State Dept. of Education, Columbia. Office of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Home Economics Section, State Department of Education, Columbia, South Carolina 29201 (limit: one per state supervisor of home economics).
Pub Date - 69 14p.

*TRANSPARENCIES; *CONSUMER ECONOMICS; *CONSUMER EDUCATION; *HOME ECONOMICS EDUCATION; SECONDARY GRADES; INSTRUCTIONAL AIDS; *CREDIT (FINANCE)

Instructional aids produced from these 10 transparency masters may be used by high school home economics teachers in presenting courses in consumer education. The materials were developed by a teacher committee and staff writer and tested prior to publication. Titles include: (1) Save as You Earn, (2) How to Develop Shopping Skills, (3) Cash vs. Credit, (4) It Pays to Keep Records, (5) Insure for Protection, (6) Always Investigate Cost of Credit, (7) Look to the Future, (8) Government Agencies Offer Protection to the Consumer, (9) Confused About Wills and Estates? and (10) Status Symbols: Their Effect on Buying. A related document is available as VT 008 905 (AIM Winter 1969). (AW)

VT 009 971
A Curriculum Guide for Home Economics in New Hampshire Grades 7-12.

New Hampshire State Dept. of Education, Concord. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
State Department of Education, Division of Vocational Technical Education, Stickney Avenue, Concord, New Hampshire 03301 (free on a limited basis to State Departments of Education and selected teacher education departments).
Pub Date - 65 193p.

*STATE CURRICULUM GUIDES; *TEACHING GUIDES; *HOME ECONOMICS EDUCATION; *PROGRAM GUIDES; SECONDARY GRADES

This teacher-developed curriculum guide is for use by New Hampshire teachers and administrators in planning and implementing home economics programs for Grades 7-12. Contents are divided into three parts, the first presenting Some New Concepts about Home Economics Education, the second covering Goals, Learning Experiences and Outcomes, and the third providing Teaching Aids, Methods and Materials. Part I deals with the role of home economics education in the modern world, needed program changes, scope and sequence of junior and senior high school programs and specializations, and program patterns. The second part provides: (1) suggestions on the use of the guide, (2) sample unit plan, (3) sample lesson plan, (4) suggestions for conducting home economics classes for boys, and (5) course outlines for Grades 7 through 12, including content, knowledge and understandings to be emphasized, suggested learning experiences, and outcomes. Part III includes a bibliography and related information, suggested teaching and evaluation techniques with examples for various areas of home economics, supplementary information such as home experience and slow learner programs, and a glossary. (AW)

VT 010 027
Management Services. A Training Guide for Out-of-School Youth and Adults. Home Economics Occupational Education.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development
MF AVAILABLE IN VT-ERIC SET.
Publication Distribution Unit, New York State Education Department, Education Building, Albany, New York 12224 ($.50).
Pub Date - 68 105p.

*CURRICULUM GUIDES; *PROGRAM GUIDES; *OCCUPATIONAL HOME ECONOMICS; *SERVICE OCCUPATIONS; *MANAGERIAL OCCUPATIONS; OCCUPATIONAL CLUSTERS; HOME MANAGEMENT; ADULT VOCATIONAL EDUCATION

This training guide was developed by education department personnel to be used by teachers in planning courses for adult home economics programs in management services. The program is designed to aid adults in acquiring saleable skills using home economics techniques and knowledge, and to prepare them for management services in the home, and in hotels, motels, and other institutions. Section I of the guide presents procedures for establishing adult training programs in management services, such as selection of instructors, provision for facilities, and structuring of the training plan. Section II, Family Service Occupations, contains nine units, including caring for children, the elderly, and the ill, as well as general services in the home. The third section, Managerial Occupations, covers management responsibilities, maintenance food services, and relationships with employers, clients, and staff. Units in Sections II and III provide competencies to be developed, essential principles to be learned, and learning experiences. Supplementary materials include a glossary, resource materials, and source index. The courses should be taught by high school home economics teachers or public health nurses with supervisory experience, and trainees should be selected on the basis of personal qualifications, interest, and educational background. The family service cluster covers 370 hours and the managerial cluster, 40 hours. (AW)

VT 010 095
Consumer Education: Elementary, Intermediate, Junior High Schools. Curriculum Bulletin, 1968-69 Series, No. 14.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
Publications Sales Office, Board of Education of the City of New York, 110 Livingston Street, Brooklyn, New York 11201 ($1.50).
Pub Date - 69 83p.

*TEACHING GUIDES; *CURRICULUM GUIDES; *HOME ECONOMICS EDUCATION; *CONSUMER EDUCATION; *LESSON PLANS; SECONDARY GRADES; ELEMENTARY GRADES; INTERMEDIATE GRADES

Prepared by a committee of teachers and administrators, this guide is for teacher use in developing programs and activities designed to aid students in grades K-8 and their families in becoming intelligent consumers. The materials included have been developed to provide resource information which will contribute to the skills, knowledge, understandings, and appreciation required of all consumers in the economy. The scope of the guide is indicated by a topical outline by grades, arranged for the unit areas of: (1) Food, (2) Clothing, (3) Housing, (4) Products and Services, (5) Transportation, and (6) Leisure and Education. Suggested lesson plans are provided for a representative number of topics, grouped for grades K-2, 3-4, and 5-8, with each plan including: (1) unit and grade, (2) topic, (3) aim, (4) materials needed, (5) motivation, and (6) procedure. A listing of audio-visual aids, including title, length, producer, and level, and resource materials and sources of information are also provided. (AW)

INDUSTRIAL ARTS
EDUCATION
SECTION

VT 000 333
Klehm, Walter A., Ed., And Others
Guidelines for Industrial Arts Instruction. Grades VII-XII. Subject Field Series Bulletin D-Six.

Illinois State Dept. of Public Instruction, Springfield
DOCUMENT NOT AVAILABLE FROM EDRS.
Office of the Superintendent of Public Instruction, 316 South Second Street, Springfield, Illinois 62706 (no charge).
Pub Date - 64 270p.

*CURRICULUM GUIDES; *TEACHING GUIDES; *INDUSTRIAL ARTS; SECONDARY GRADES; CURRICULUM PLANNING

This curriculum guide was developed by a committee of industrial arts teachers, supervisors, and teacher educators for use by teachers. Chapters are: (1) The Problem and Procedure, providing a glossary of pertinent terms, (2) Point of View, giving educational objectives and the function and place of industrial arts, (3) The Industrial Arts Program, describing the contributions, student experiences, developmental behavioral objectives, horizontal and vertical organizations, and typical course organizations, (4) The Selection of Learning Experiences, presenting suggested content for 13 junior high school courses and seven senior high school courses, (5) The Organization of Learning Experiences, discussing course planning, teaching methods, and instructional aids, (6) The Management of Instruction, explaining laboratory and student organization and management, and (7) Evaluating Instruction in Industrial Arts, giving the characteristics and objectives of evaluation. Most chapters include a list of references. The document was planned to be suggestive rather than perscriptive and to serve as a source of practical help reflecting research findings. It covers both junior and senior high school industrial arts. Illustrations are line drawings and photographs. (EM)

VT 000 398
Creighton, William H., Jr., And Others
Industrial Arts Curriculum Guide for Electricity in Ohio Schools.

Ohio Industrial Arts Association, Columbus
Ohio State Dept. of Education, Columbus
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar65 32p.

*CURRICULUM GUIDES; *ELECTRICITY; *ELECTRONICS; SECONDARY GRADES; *INDUSTRIAL ARTS

A committee of teachers who had taught electricity and electronics at college and secondary levels prepared this guide for basic courses at the junior or senior high school levels. Discussion topics, teaching aids, demonstrations or experiments, project activities, and teaching aids are given for units on: (1) History and Occupations, (2) Simple Circuits and Housewiring, (3) Small Heating Appliances, (4) Magnetism, (5) Transformers, (6) Fractional Horsepower Motors, (7) Batteries and Electrochemistry, (8) Automotive Electricity, (9) Testing Equipment and Meters, and (10) Electronics. References, a table of reading assignments, sources for visual aids, equipment, supplies, and a suggested equipment inventory are included. (EM)

VT 000 467
Graphic Arts.

Saint Paul Public Schools, Minn. Curriculum Office
MF AVAILABLE IN VT-ERIC SET.
Publication no. 296
Pub Date - 64 206p.

*CURRICULUM GUIDES; SECONDARY GRADES; JUNIOR HIGH SCHOOLS; GLOSSARIES; *GRAPHIC ARTS; *INDUSTRIAL ARTS

This guide was developed especially for use in junior high school graphic arts programs. It contains objectives, fundamental operations, related information, equipment, study or examination questions, and references for these units: (1) Type and Presswork, (2) Paper and Elementary Binding, (3) Stencils, (4) Linoleum Block, (5) Silk Screen, and (6) Intaglio. A seven page glossary is given. (EM)

VT 000 506
Easter, D. Dale, And Others
Industrial Arts Course Outlines, Grades Seven, Eight, and Nine.

California State Dept. of Education, Sacramento
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 53p.

*STATE CURRICULUM GUIDES; *JUNIOR HIGH SCHOOLS; *INDUSTRIAL ARTS

Guidelines are given for assistance in the preparation of detailed courses of instruction and in securing improvement of instruction in Grades 7 or 8 of elementary schools, Grades 7, 8, and 9 of junior high schools, and Grade 9 of 4-year high schools. Suggestions are included for courses on two levels in each of these subjects: (1) drafting, (2) electronics, (3) graphic arts, (4) industrial crafts, (5) metals, (6) power mechanics, and (7) woods. Each section is composed of topics for study, discussion, demonstration, and activities for extension of knowledge and skills. (EM)

VT 000 979
Woodworking, Grades 7-12; A Tentative Bulletin.

Texas Industrial Arts Association, Denton
Texas Education Agency, Austin
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun65 89p.

*INDUSTRIAL ARTS; *WOODWORKING; *CURRICULUM GUIDES; SECONDARY GRADES

To improve instruction, a tentative curriculum guide was prepared and presented to teachers on the junior and senior high level. The following courses are covered: (1) Introductory General Shop (wood area) for Grades 7 or 8, (2) Introductory Woodworking in Grades 7 or 8, (3) General Shop I (wood area) for Grades 9, 10, 11, or 12, (4) General Shop II (wood area) for Grades 9, 10, 11, or 12, (5) General Woodworking for Grades 9, 10, 11, or 12, (6) Machine Woodworking I for Grades 10, 11, 12, and (7) Machine Woodworking II for Grades 11 or 12. Each course outline contains a general introduction, suggestion grade level, class time allotment, recommended class size, course credit, prerequisites, suggested activities, suggested homework, discipline procedures, course objectives, topical outline of content, suggested teaching aids, suggested teaching methods, and suggestions for shop organization. Hints on safety instruction and safety rules are given for various areas of the wood shop. A suggested tool and equipment list is given along with a suggested floor plan. (EM)

VT 000 980
Drafting, Grades 7-12.

Texas Industrial Arts Association, Denton
Texas Education Agency, Austin
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun64 62p.

*INDUSTRIAL ARTS; *DRAFTING; *CURRICULUM GUIDES; SECONDARY GRADES

The definition of the scope and depth of drafting courses taught in Texas public schools and the recommendation of needed materials and equipment are the purposes of this guide. These courses are covered: (1) Introductory Drafting for Grades 7 or 8, (2) General Shop Drafting for Grades 7, 8, 9, 10, 11, or 12, (3) General Drafting for Grades 9, 10, 11, or 12, (4) Architectural Drafting I for Grades 10, 11, or 12, (5) Architectural Drafting II for Grades 11 or 12, (6) Machine Drafting I for Grades 10, 11, or 12, (7) Machine Drafting II for Grades 11 or 12, (8) Pre-Engineering Drafting for Grades 10, 11, or 12, (9) Pre-Engineering Descriptive Geometry for Grades 11 or 12, (10) Technical Drafting I for Grades 10, 11, or 12, and (11) Technical Drafting II for Grades 11 or 12. Each of the course outlines gives the grade placement of the course, prerequisites, credit for the course, course objectives, course topics, and desired behavioral changes. Some of the advanced course outlines also include hints on student selection, content selection, suggested teaching methods, and a discussion of the scope and depth of the course. Also given are suggestions for planning laboratories and equipment and for two floor plans. (EM)

VT 001 200
Instructional Guide for Metals. Industrial Arts Education Bulletin No. 8.

Hawaii State Dept. of Education, Honolulu. Industrial Arts Education Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 202p.

*INDUSTRIAL ARTS; *STATE CURRICULUM GUIDES; *METALS; METAL INDUSTRY; METALLURGY; METAL WORKING OCCUPATIONS; BIBLIOGRAPHIES; SAFETY EDUCATION; SCHOOL SHOPS; SECONDARY GRADES

Major purposes of this guide are to assist teachers in the improvement of course planning and to provide for uniformity of metal programs throughout the state. It covers six semesters and suggests double period scheduling for the last four semesters. Contents include content objectives of industrial arts programs, behavioral change objectives, suggested sequence of courses, course outlines for six metals courses, teaching techniques, sample assignment sheets, sample job sheets, sample information sheets, sample study guides and tests, safety instructions, a section on shop organization and management, a bibliography of instructional aids, guidance procedures, requisition and report forms, equipment and supply lists, and bibliography of textbooks published from 1950 to 1965. (EM)

VT 001 258
Salmon, Daniel A.
Industrial Arts Woodworking, Secondary Schools. First Year

New York City Board of Education, Brooklyn, N.Y.
MF AVAILABLE IN VT-ERIC SET.
Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 ($2.00).
Curriculum Bulletin 10; 1963-64 Series.
Pub Date - 65 121p.

*WOODWORKING; GRADE 10; *TEACHING GUIDES; *INDUSTRIAL ARTS

This curriculum, based on material outlined in the "Course of Study in Industrial Arts--Grades 10, 11, 12," (Curriculum Bulletin No. 6, 1954-55 Series) is designed for a beginning course at the senior high level. The content concerns hand tool and machine operations and presents several sample projects suitable for individual or mass production. Sample plan sheets, lesson plans, information sheets, tests and project plans are given. Chapter titles are: (1) introduction, (2) course content, (3) the basic content, (4) the lathe project, (5) the mass production project, (6) the group project, (7) the individual project, and (8) testing in the shop. Bibliographic items, with dates ranging from 1935 to 1963, include: tests, films, filmstrips, charts, and booklets. (EM)

VT 002 559 ED 032 381
Scientific and Engineering Influences on Industrial Arts. A Summary of Institute Activities (NDEA Summer Inst., College Station, Tex.).

Texas A and M Univ., College Station. Dept. of Industrial Education
EDRS PRICE MF-$1.00 HC-$11.55
Pub Date - 67 229p.

*INDUSTRIAL ARTS; SECONDARY GRADES; *LABORATORY EXPERIMENTS; *INSERVICE TEACHER EDUCATION; *INDUSTRIAL ARTS TEACHERS; SCIENCE EXPERIMENTS; TEACHING GUIDES; BIBLIOGRAPHIES; RESOURCE MATERIALS; CURRICULUM DEVELOPMENT

These units developed for teacher use consist primarily of a collection of typical experiments or research activities developed by staff and participants of a National Defense Education Act Institute. The institute was designed to broaden the viewpoint of 25 industrial arts teachers with regard to some of the newer scientific and/or engineering disciplines. Each experiment or activity follows a general outline of: title, objectives, introduction, references, definitions, equipment and materials needed, procedures, and questions. Textual material is presented for the topics of: (1) adhesives, (2) drawing, (3) electricity-electronics, (4) finishes, (5) forest products, (6) fuels and lubricants, (7) metals, and (8) other suggested experimental activities. (GR)

VT 006 597
Industrial Arts, Drafting 1. Teacher's Guide.

Rochester City School District, N.Y.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 62p.

*INDUSTRIAL ARTS; *CURRICULUM GUIDES; SECONDARY GRADES; *DRAFTING; INSTRUCTIONAL MATERIALS; COURSE ORGANIZATION

This curriculum guide is for teacher use in lesson planning for high school industrial arts drafting. Sections are: Introduction, Scope, Using the Course, and Drawing Units. Drawing units are: (1) Two View Orthographic Projection, (2) Three View Orthographic Projection, (3) Auxiliary Views, (4) Sectional Views, (5) Detail and Assembly Drawings, (6) Pattern Developments, and (7) Pictorial Drawings--Isometric. Each unit contains line drawings of student projects and instructional concepts to be learned. (GR)

VT 006 985
Electric Arc Welding; Knowledge Pre-Test.

Washington State Univ., Pullman. Dept. of Education
Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 6p.

*PRETESTS; *INDUSTRIAL EDUCATION; *WELDERS; *WELDING; SECONDARY GRADES

Developed by a system designer, academic consultants, teachers, and research assistants, and field tested in nine Northwest schools prior to revision and publication, this knowledge pretest is part of a self-instructional system produced by the Washington State University Department of Education for use in high school industrial arts classes studying beginning electric welding. The purpose of the test is to discover how much students know about electric arc welding before receiving any welding instruction in order to later evaluate the effectiveness of the instructional system. The test is composed of 30 incomplete sentences, each with four alternative choices for completion. Supplemental media necessary in teaching the welding course are eight 8-mm films available from Hollywood Valley Film Laboratories, Inc., 2704 W. Olive Avenue, Burbank, California 91505. Other documents in the series are VT 006 989, VT 006 991, VT 006 992, VT 007 011, and VT 007 360, all in this issue. (AW)

VT 006 989
Sergeant, Harold A.; Nish, Dale L.
Electric Arc Welding; Instruction Book II.

Washington State Univ., Pullman. Dept. of Education
Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 110p.

*PROGRAMED TEXTS; *INDUSTRIAL EDUCATION; *WELDERS; *WELDING; SECONDARY GRADES

Developed by a system designer, academic consultants, teachers, and research assistants, and field tested in nine Northwest schools prior to revision and publication, this programed test is part of a self-instructional system produced by the Washington State University Department of Education for use by high school industrial arts students in electric welding courses. A continuation of VT 007 360 (in this issue), this unit of instruction is designed to aid students in acquiring advanced welding skills and knowledges as well as improved understanding of fundamentals of the arc welding process. It is set up in the programed format, with a statement of fact followed by a "Complete this Sentence" exercise. This exercise follows the fact immediately with no provision for masking; answers are given on the following page. The text is keyed to four 8-mm films and practice exercises titled "Welding Essentials," "Weave Beads," "Fillet Weld," and "Horizontal Fillet." The films are available from Hollywood Valley Films Laboratories, Inc., 2704 W. Olive Avenue, Burbank, California 91505. An answer booklet may be obtained from the source of availability indicated for this document. Other documents in the series are VT 006 985, VT 006 991, VT 006 992, and VT 007 011, all in this issue. (AW)

VT 006 991
Electric Arc Welding; Performance Test Schedule Checklist No. 1--Equipment and Safety.

Washington State Univ., Pullman. Dept. of Education
Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 10p.

*PERFORMANCE TESTS; *INDUSTRIAL EDUCATION; *WELDERS; *WELDING; SECONDARY GRADES

Developed by a system designer, academic consultants, teachers, and research assistants, and field tested in nine Northwest schools prior to revision and publication, this performance test checklist is part of a self-instructional system produced by the Washington State University Department of Education for use in high school industrial arts classes studying beginning electric welding. The checklist consists of various tasks to be performed by the student, with an evaluation sheet to be filled out by the instructor as the tasks are performed. Topics covered are Equipment and Safety, Striking an Arc, Running Beads, and Fillet Weld. Supplemental media necessary in presenting the welding course are eight 8-mm films available from Hollywood Valley Film Laboratories, Inc., 2704 W. Olive Avenue, Burbank, California 91505. Other documents in the series are VT 006 985, VT 006 989, VT 006 992, VT 007 011, and VT 007 360, all in this issue.(AW)

VT 006 992
Sergeant, Harold A.
Electric Arc Welding; Instructor's Guide.

Washington State Univ., Pullman. Dept. of Education
Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 12p.

*TEACHING GUIDES; INSTRUCTIONAL MEDIA; *INDUSTRIAL EDUCATION; *WELDERS; *WELDING; INSTRUCTIONAL MATERIALS; SECONDARY GRADES

This instructor's guide is part of a self-instructional system produced by the Washington State University Department of Education for use in teaching high school industrial arts classes beginning electric arc welding. It was developed by a system designer, consultants, teachers, and research assistants, and field tested in nine Northwest schools prior to revision and publication. The guide provides: (1) general information on the system, (2) operational and behavioral objectives, (3) various instructional media and methods, including films, instruction books, practice sessions, pretests, and evaluation methods, (4) equipment and materials needed, and (5) procedures for using the system. Other documents in the series are VT 006 985, VT 006 989, VT 006 991, VT 007 011, and VT 007 360, all in this issue. (AW)

VT 006 998
Hill, Edwin K., And Others
Basic Electricity; Student Workbook, Instructors Guide and Tests.

Washington State Univ., Pullman. Dept. of Education
Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 21p.

*AUTOINSTRUCTIONAL AIDS; *ELECTRICITY; *POST TESTING; PRETESTING; WORKBOOKS; TEACHING GUIDES; ACHIEVEMENT TESTS; UNITS OF STUDY (SUBJECT FIELDS); *INDUSTRIAL EDUCATION; ELECTRICAL OCCUPATIONS; *EXPERIMENTAL CURRICULUM

This self-instructional unit in basic electricity is designed to teach basic knowledges by involving senses of sight, hearing, and touch in the learning process. Related laboratory exercises consist of a series of tape-slide sequences in a linear programed pattern and a workbook in which students respond to the questions and problems. A pretest and two post-tests, and an instructors guide are included. The final report of the polysensory self-instructional system is available as ED 021 141 or VT 005 941 (ARM Spring 1969). (GR)

VT 007 011
Electric Arc Welding; Student Performance Pre-Test.

Washington State Univ., Pullman. Dept. of Education
Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 8p.

*PRETESTS; *INDUSTRIAL EDUCATION; *WELDERS; *WELDING; SECONDARY GRADES

Developed by a system designer, academic consultants, teachers, and research assistants, and field tested in nine Northwest schools prior to revision and publication, this student performance pre-test is part of a self-instructional system produced by the Washington State University Department of Education for use in high school industrial arts classes studying beginning electric welding. The purpose of the test is to determine,prior to training, the student's capability to select and use the materials and equipment involved in the electric welding course. The test format consists of questions and instructions to be given by the teacher, with the appropriate student responses also given. A list of necessary equipment and supplies is provided. Supplementary media necessary in teaching welding course are eight 8-mm films available from Hollywood Valley Film Laboratories, Inc., 2704 W. Olive Avenue, Burbank, California 91505. Other documents in the series are VT 006 985, VT 006 989, VT 006 991, VT 006 992, and VT 007 360, all in this issue. (AW)

VT 007 308
Stunard, E. Arthur; Harnack, Richard B.
Equipment, Tools and Materials, as proposed by the Technology for Children Project.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education
Ford Foundation, New York, N.Y.
DOCUMENT NOT AVAILABLE FROM EDRS.
Technology for Children Project, Division of Vocational Education, New Jersey State Department of Education, 225 West State Street, Trenton, New Jersey 08625.
Pub Date - Jun68 40p.

*INDUSTRIAL ARTS; *ELEMENTARY GRADES; *CLASSROOM FURNITURE; EDUCATIONAL INNOVATION; INSTITUTES (TRAINING PROGRAMS); *PREVOCATIONAL EDUCATION; *EDUCATIONAL EQUIPMENT; INSTRUCTIONAL MATERIALS; CURRICULUM DEVELOPMENT
*TECHNOLOGY FOR CHILDREN PROJECT

The Technology for Children Project is devising a classroom environment which encourages a child's exploratory and manipulative drives by including a variety of materials and tools in the classroom. This guide lists the equipment, tools, and materials recommended for use by elementary school children. Included are: (1) a recommended tool list for an elementary classroom; (2) pictures, bills of materials and working drawings of a portable tool panel, workbench, folding work surface, and a saw horse; and (3) material description and listing. A description is included of the summer institutes which have been conducted in New Jersey to implement and test the theory of the Technology for Children Project. (GR)

VT 007 360
Sergeant, Harold A.
Electric Arc Welding. Instruction Book.

Washington State Univ., Pullman. Dept. of Education
Northwest Regional Educational Lab., Portland, Oreg.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 123p.

*PROGRAMED TEXTS; *INDUSTRIAL EDUCATION; *WELDERS; *WELDING; SECONDARY GRADES

Developed by a systems designer with academic consultants, teachers, and research assistants and field tested in nine Northwest schools prior to revision and publication, this programed text is part of a self-instructional system produced by the Washington State University Department of Education for use by high school industrial arts students in beginning electric welding courses. The program's format included a statement of fact followed by a "Complete the Sentence" exercise. The exercise follows the fact immediately with no provision for masking; answers are given on the following page. The text is keyed to four 8-mm films and practice exercises dealing with safety and the processes of running a bead, striking an arc, and making a fillet weld. The films, titled "Equipment and Safety," "Running a Bead," "Striking an Arc," and "Fillet Weld," are available from Hollywood Film Laboratories, Inc., 2704 W. Olive Avenue, Burbank, California 91505. Other documents in the series are VT 006 985, VT 006 989, VT 006 991, VT 006 992, and VT 007 011, all in this issue. (AW)

VT 007 730
Industrial Arts; A Study of Industrial Technology. Interim Bulletin.

Florida State Dept. of Education, Tallahassee
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug68 67p.

*PROGRAM GUIDES; *CURRICULUM GUIDES; *INDUSTRIAL ARTS; ELEMENTARY GRADES; SECONDARY GRADES
FLORIDA

Organized around industrial and technological concepts of communication, construction, manufacturing, and power, this program guide, developed by supervisors and teacher educators, is for administrators, supervisors, teacher educators, and teachers. It provides an overview of industrial arts for grades K-12 organized at three levels: lower grades, middle grades, and upper grades. Major sections for each level are: (1) Philosophy, (2) Goals, (3) Behavioral Objectives, (4) The Program, (5) Facilities, (6) Suggested Courses, and (7) Implementation. (EM)

VT 008 562 ED 033 195
Mitchell, E.F., And Others
Industrial Arts and Vocational Education in Grades K-12. Final Report.

Leflore County Schools, Greenwood, Miss.
EDRS PRICE MF-$0.50 HC-$5.05
Pub Date - Oct68 99p.

*CURRICULUM GUIDES; *INDUSTRIAL ARTS; JUNIOR HIGH SCHOOLS; SECONDARY SCHOOLS; ELEMENTARY GRADES; *VOCATIONAL EDUCATION; PROGRAM DEVELOPMENT; COMPREHENSIVE PROGRAMS
LEFLORE COUNTY MISSISSIPPI SCHOOLS; GREENWOOD; MISSISSIPPI

This curriculum guide, encompassing a total industrial arts and vocational program for grades K-12 for the Leflore County Schools, Greenwood, Mississippi, was developed by a local staff of educators. Special emphasis is given to industrial arts in grades K-6, vocational orientation in the seventh grade, introduction to modern industry in the ninth grade, and vocational part-time cooperative education in the 12th grade. Major divisions include: (1) Introduction, (2) Elementary Industrial Arts (K-6), (3) Junior High School Industrial Arts, (4) Industrial Arts and Vocational Education in High Schools, and (5) Summary and Recommendations. Appended materials include a pilot proposal for Elementary School, Course descriptions and outlines for Elementary School Industrial Arts, and a report on "Interpretation of Modern Industry." (GR)

VT 008 664
A Guide to Better Teaching.

Maine State Dept. of Education, Augusta. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 39p.

*RESOURCE MATERIALS; INDUSTRIAL ARTS; *INDUSTRIAL ARTS TEACHERS; *CLASSROOM TECHNIQUES; *TEACHING METHODS; *CLASS MANAGEMENT; SECONDARY GRADES
MAINE

The guide, for use by beginning industrial arts teachers, describes the organization and administration of industrial arts programs. Major sections are: (1) Class Administration, (2) Pupil Personnel Organization, (3) Shop Records, (4) Curriculum Materials, and (5) Teaching Procedures and Techniques. Check lists, procedures, forms, and brief discussions are included for these topics. (EM)

VT 009 316
Strasser, Ed
Using the Electronic Wood Welder.

California State Polytechnic Coll., San Luis Obispo. Dept. of Technical Arts
California State Dept. of Education, Sacramento
DOCUMENT NOT AVAILABLE FROM EDRS.
Vocational Education Productions, California State Polytechnic College, San Luis Obispo, California 93402 ($5.00 for illustrated script and filmstrip).
Pub Date - 65 19p.

*FILMSTRIPS; *SCRIPTS; *INDUSTRIAL EDUCATION; *WOODWORKING; SECONDARY GRADES; POST SECONDARY GRADES
*ELECTRONIC WOOD WELDING

Developed by college faculty and high school teachers, this 64-frame color filmstrip and companion script is for use in classes of vocational agriculture in high schools and junior colleges. Subject-matter specialists and teachers reviewed the 1- to 2-hour unit prior to its publication. The content discusses the utilization of the electronic wood-welder in drying glue joints: (1) How Glues Dry, (2) Dielectric Heating, (3) Glues for Use with the Wood Welder, (4) Orientation to the Wood Welder, (5) Preparing the Wood Welder for Operation, (6) Preparing the Glue Joint, (7) Welding the Glue Joint, (8) Causes of Arcing, (9) Safety Points, (10) Industrial Uses, and (11) Benefits of Wood Welding. Students should be of average ability. Additional source information is desirable when studying the topic. (DM)

VT 009 674
Power Mechanics; Vocational and Industrial Education.

Dallas Independent School District, Tex.
MF AVAILABLE IN VT-ERIC SET.
Dallas Independent School District, 3700 Ross Avenue, Dallas, Texas 75204 ($2.73).
Pub Date - 66 69p.

*CURRICULUM GUIDES; *INDUSTRIAL EDUCATION; *POWER MECHANICS; TEACHING GUIDES; SECONDARY GRADES

Developed by teachers of power mechanics in conjunction with the Department of Vocational-Industrial Education of the Dallas Independent School District, Texas, this curriculum guide is for use by industrial arts teachers, counselors, and supervisors in planning and implementing courses in power mechanics for grades 9-12. Introductory information on the purposes, scope, and expected outcome of each unit is followed by brief outlines of "Power Mechanics 1 and 2" and "Power Mechanics 3 and 4," with each outline covering skills and knowledge to be developed, teaching suggestions, suggested project ideas, and materials and resources. Numerous photographs illustrate the manual. Recommended time allotment for covering the material is 55 minutes per day. (AW)

TRADE AND
INDUSTRIAL EDUCATION
SECTION

VT 000 591
Drafting Technology. A Two Year Post High School Curriculum.

Sowela Technical Inst., Lake Charles, La.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 66p.

*CURRICULUM GUIDES; GRADE 13; GRADE 14; *DRAFTSMEN; *DRAFTING; *TECHNICAL EDUCATION; POST SECONDARY EDUCATION

The courses outlined in this curriculum have been arranged to provide specialized instruction. It is organized to provide basic and technical preparation for jobs in a variety of drafting positions and is not a pre-engineering curriculum. The courses described are: (1) algebra, (2) trigonometry, (3) developmental reading, (4) typing, (5) general chemistry, (6) machine shop, (7) welding, (8) basic drafting, (9) heat, light, and sound mechanics, (10) comprehension and rhetoric, (11) analytics, (12) descriptive geometry, (13) pipe drafting, (14) surveying, (15) architectural drafting, (16) calculus, (17) survey and comfort air conditioning, (18) technical writing, (19) speech, (20) industrial mechanics, (21) A.C. and D.C. machines, (22) map drafting, (23) electrical drafting, (24) strength of materials, (25) construction essentials, (26) human relations, (27) structural drafting, (28) machine drafting, and (29) an industrial technology seminar. Credit hours, course descriptions, major course divisions, and texts or references are given for each course described. (EM)

VT 000 592
Electronics Technology, A Two Year Post High School Curriculum.

Sowela Technical Inst., Lake Charles, La.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 77p.

*CURRICULUM GUIDES; *ELECTRONIC TECHNICIANS; *ELECTRONICS; *ELECTRICAL OCCUPATIONS; *POST SECONDARY EDUCATION; TECHNICAL EDUCATION

The courses outlined in this curriculum have been arranged to provide specialized instruction for a variety of electronic occupations. The courses cover (1) algebra, (2) trigonometry, (3) typing, (4) developmental reading, (5) general chemistry, (6) machine shop, (7) welding, (8) direct current circuit, (9) analytics, (10) alternating current circuits, (11) composition and rhetoric, (12) heat, light, and sound mechanics, (13) engineering drawing, (14) circuits, analysis, and RCA Units, (15) motors, generators, and relays, (16) communications, receivers, transistors, and remote control, (17) technical writing, (18) transistors and circuits, (19) speech, (20) calculus, (21) industrial electronics, (22) blueprint reading, (23) closed circuit TV, (24) computer fundamentals, (25) microwave, (26) radar, (27) computer circuits, and (28) an industrial technology seminar. Credit hours, course descriptions, major divisions of the course, and text or references are given for each course. (EM)

VT 001 288
Drafting.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical and Adult Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 16Jun66 39p.

*DRAFTING; INSTRUCTIONAL MATERIALS; *DRAFTSMEN; *PROGRAM GUIDES; EDUCATIONAL FACILITIES; *TRADE AND INDUSTRIAL EDUCATION; SCHOOL SHOPS; SENIOR HIGH SCHOOLS; BIBLIOGRAPHIES

Cooperative effort of drafting instructors and program specialists for vocational-industrial education resulted in this syllabus. The outline material was written to conform to the latest edition of "American Standard Drawings and Drafting Room Practice," and is intended to provide the basic technical skills necessary for juniors and seniors, upon graduation from high school, to enter successfully the field of drafting. The course outline covers: (1) Language of Drawing, (2) Learning to Draw, (3) Lettering, (4) Drafting Constructions, (5) Theory and Shape Description, (6) Sketching, (7) Reading Graphic Language, (8) Inking and Reproduction, (9) Auxiliary Views and Revolutions, (10) Sectional and Other Conventional Views, (11) Size Descriptions, (12) Screws, Bolts, and Other Fasteners, (13) Working Drawings, (14) Pictorial Drawings, (15) Technical Illustrations, and (16) Specialized Fields. There is a recommended shop floor plan, an equipment list, and a facilities list. (PA)

VT 002 397
Fisher, Roger; Jackson, Joseph
Carpentry.

Delaware Univ., Newark. Pre-Vocational Inst.
MF AVAILABLE IN VT-ERIC SET.
OEC-5-85-086
Pub Date - 65 18p.

*CARPENTERS; BUILDING TRADES; *OCCUPATIONAL INFORMATION; *PREVOCATIONAL EDUCATION; JUNIOR HIGH SCHOOLS; CAREER OPPORTUNITIES; *SUPPLEMENTARY READING MATERIALS

Developed to introduce the carpentry trade to the pre-vocational student, a story is presented using a cartoon character and drawings to answer ten basic questions that might be asked by the pre-vocational student. The questions discussed are: (1) What is the demand for carpenters? (2) What education do carpenters need? (3) How does a carpenter go about getting a job? (4) What expenses are involved in getting started? (5) What is the pay for carpenters? (6) What advancement can a carpenter expect to make? (7) What are the carpenter's duties? (8) What are the working conditions of the carpenter? (9) What are the working hours of the carpenter? and (10) What are the disadvantages of being a carpenter? A bibliography is provided for further reading. (HC)

VT 002 398
Matz, William A.
Bricklaying.

Delaware Univ., Newark. Pre-Vocational Inst.
MF AVAILABLE IN VT-ERIC SET.
OEC-5-85-086
Pub Date - 65 19p.

OCCUPATIONAL GUIDANCE; *PREVOCATIONAL EDUCATION; *OCCUPATIONAL INFORMATION; JUNIOR HIGH SCHOOLS; HIGH SCHOOLS; *BRICKLAYERS; SUPPLEMENTARY READING MATERIALS; SKILLED OCCUPATIONS

Prepared to acquaint the pre-vocational student with brief facts concerning the bricklaying trade, a story is told of Bill, a young man learning the bricklaying trade and his experience as a bricklayer. A guidance counselor explains to Bill the physical, personality, and job requirements of a bricklayer. The story follows Bill through apprentice training, discussing salary, working hours, expenses, benefits, job opportunities, and advancement. Additional information on bricklaying may be obtained from the guidance counselor, job opportunity center, local employment association, or bricklayer joint apprenticeship committee. Cartoon drawings are used to illustrate certain points and a bibliography is provided to guide the student to additional reading sources. (HC)

VT 002 400
Lutton, Henry
Automobile Mechanics.

Delaware Univ., Newark. Pre-Vocational Inst.
MF AVAILABLE IN VT-ERIC SET.
OEC-5-85-086
Pub Date - 65 9p.

*AUTO MECHANICS (OCCUPATION); *TRADE AND INDUSTRIAL EDUCATION; OCCUPATIONAL GUIDANCE; JUNIOR HIGH SCHOOLS; *OCCUPATIONAL INFORMATION; CAREER OPPORTUNITIES; SUPPLEMENTARY READING MATERIALS

A brief occupational guidance story is presented in which a beginning auto mechanic and a garage owner talk to a young boy about the auto mechanics trade. The beginning mechanic presents a job description by relating job requirements and how he started in the occupation. The garage owner tells about advancement possibilities by explaining his experiences in the trade and presents wages and fringe benefits through offering to hire the young boy. Tools, personal habits, and the demand for auto mechanics are also discussed. Cartoon and photographic illustrations are used to draw attention to certain items. A bibliography provides sources for additional information. (HC)

VT 002 401
Bachman, David B.
Auto Mechanics.

Delaware Univ., Newark. Pre-Vocational Inst.
MF AVAILABLE IN VT-ERIC SET.
OEC-5-85-086
Pub Date - 65 22p.

*AUTO MECHANICS (OCCUPATION); *TRADE AND INDUSTRIAL EDUCATION; OCCUPATIONAL GUIDANCE; *OCCUPATIONAL INFORMATION; *SUPPLEMENTARY READING MATERIALS; CAREER OPPORTUNITIES; JUNIOR HIGH SCHOOLS

A brief occupational guidance story is presented in which a successful automobile dealer tells two young boys about the auto mechanics trade. The dealer explains that the trade may be learned by attending a trade or vocational school or by working in a garage. Requirements such as physical characteristics, cleanliness, pride in workmanship, and abilities are discussed and the benefits and opportunities of the trade are presented by telling the boys about such things as wages, fringe benefits, work clothes, and vacations. The story concludes with a discussion of tools, safety, and the mechanic's responsibility to the automobile owner. Cartoon and line drawing illustrations are used to show the automobile frame, engine, cooling system, fuel system, and exhaust system. A bibliography provides sources for further reading. (HC)

VT 004 380
Characteristics of Excellence in Engineering Technology Education. Final Report of the Evaluation of Technical Institute Education.

American Society for Engineering Education, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
American Society for Engineering Education, Dupont Circle Building, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036 ($.25).
Pub Date - 62 43p.

*TECHNICAL EDUCATION; *ENGINEERING TECHNICIANS; *POST SECONDARY EDUCATION; CURRICULUM; CURRICULUM EVALUATION; STANDARDS; FACULTY; STUDENTS; LIBRARIES
ENGINEERING TECHNOLOGY

Engineering technology is that part of the engineering field which requires the application of scientific and engineering knowledge and methods combined with technical skills in support of engineering activities. The engineering technician differs from a craftsman in his knowledge of scientific and engineering theory and methods, and from an engineer in his more specialized background and in his use of technical skills in support of engineering activities. An engineering technology curriculum is a planned sequence of college-level courses, usually leading to an associate degree. The curriculum is divided into 3 major sections: (1) basic science courses including mathematics and physical sciences, (2) technical courses including technical skills and technical specialties, and (3) non-technical courses including communications, humanities, social sciences, and other life-oriented courses. A typical engineering technology curriculum is probably about 72 to 75 semester credit hours in length or from 2 academic years to 3 calendar years. The ultimate quality of a curriculum depends largely upon the quality of its faculty and students. (HC)

VT 008 196
Coleman, J. David; Hilsgen, James E.
A Guide for Teaching Electronics 1-2.

San Diego City Schools, Calif.
MF AVAILABLE IN VT-ERIC SET.
San Diego City Schools, Education Center, 4100 Normal Street, San Diego, California 92103 ($2.10).
Pub Date - 68 149p.

*TEACHING GUIDES; *CURRICULUM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRONICS; *SECONDARY GRADES; ILLUSTRATIONS

This teacher's guide is for use in planning and conducting high school courses in basic electronics. Developed by a committee of senior high school electronics teachers, the guide outlines a basic curriculum which fulfills general education objectives and also leaves much latitude for innovation and varying emphasis by individual teachers. Contents include 14 units, headed: (1) Orientation to Electronics, (2) DC and the Nature of Electricity, (3) Magnetism, Motors, and Measuring Components, (4) AC Theory and Measurement, (5) Passive Electrical Components, (6) Active Electrical Components, (7) Power Supplies, (8) Amplifiers, (9) Transducers, (10) Oscillators, (11) Audio Circuits, (12) Electronic Communication, (13) Electronic Measurement and

Troubleshooting, and (14) Electronic Control, Timing, and Alarm Systems. Each unit gives content, assignments, basic concepts and skills to be developed, teaching suggestions and related information, and recommended time allotment. Suggested activities are listed for each unit, keyed to a section of activities included in the appendixes. Other supplementary materials appended are sample information and project sheets and problem solutions. The guide is illustrated with schematic diagrams, tables, and drawings. (AW)

VT 008 676
Recommendations on the Training of Plate Moulders and Loose Moulders. Text and Appendixes.

Foundry Industry Training Committee, London (England)
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb68 38p.

*FOUNDRIES; *APPRENTICESHIPS; ON THE JOB TRAINING; *PROGRAM GUIDES; FOREIGN COUNTRIES
ENGLAND

This guide, discussing the training of moulders and coremakers employed in the light castings section of the industry, is intended to assist companies to improve their own training and to form the yardstick for evaluation. Included are: (1) Introduction, (2) Purpose of Industrial Training, (3) Principles of Good Training, (4) Training Recommendations for Young People, including Induction, Plate Moulders, Loose Moulders, Pattern Moulders, and Jobbing Moulders, (5) Further Education, (6) Training for Adult Plate Moulders, (7) Instructors, and (8) Register of Trainees and Records of Progress. An appendix itemizing work projects and illustrating common faults is in a second booklet under this VT number. (GR)

VT 008 810
Apprentice Glazier: Work Experience Schedule and Training Log Book.

Construction Industry Training Board, London (England)
MF AVAILABLE IN VT-ERIC SET.
Construction Industry Training Board, Radnor House, London Road, Norbury, London S.W. 16, England.
Pub Date - nd 9p.

*RECORDS (FORMS); FOREIGN COUNTRIES; *APPRENTICESHIPS; *GLAZIERS; *TRADE AND INDUSTRIAL EDUCATION; *BUILDING TRADES
ENGLAND

This log book is designed to be used by apprentice trainees for recording the work they have carried out or it may be used by managers and supervisors for recording the progress of apprentices under their jurisdiction. Included are personal data sheets, apprentice glazier work experience schedules, notes on the use of the log book, and forms for recording work experience. (GR)

VT 008 811
Apprentice Mason: Work Experience Schedule and Training Log Book.

Construction Industry Training Board, London (England)
MF AVAILABLE IN VT-ERIC SET.
Construction Industry Training Board, Radnor House, London Road, Norbury, London S.W. 16, England.
Pub Date - nd 10p.

BUILDING TRADES; *BRICKLAYERS; *RECORDS (FORMS); BRICKLAYING; FOREIGN COUNTRIES; *APPRENTICESHIPS; *MASONRY; *TRADE AND INDUSTRIAL EDUCATION
ENGLAND

This log book is designed to be used by apprentice trainees for recording the work they have carried out or it may be used by managers and supervisors for recording the progress of apprentices under their jurisdiction. Included are personal data sheets, apprentice mason work experience schedules, notes on the use of the log book, and forms for recording work experience. (GR)

VT 008 812
Apprentice Painter and Decorator: Work Experience Schedule and Training Log Book.

Construction Industry Training Board, London (England)
MF AVAILABLE IN VT-ERIC SET.
Construction Industry Training Board, Radnor House, London Road, Norbury, London S.W. 16, England.
Pub Date - nd 10p.

*RECORDS (FORMS); FOREIGN COUNTRIES; *APPRENTICESHIPS; *TRADE AND INDUSTRIAL EDUCATION; *BUILDING TRADES; *PAINTING
ENGLAND

This log book is designed to be used by apprentice trainees for recording the work they have carried out or it may be used by managers and supervisors for recording the progress of apprentices under their jurisdiction. Included are personal data sheets, apprentice painter and decorator work experience schedules, notes on the use of the log book, and forms for recording work experience. (GR)

VT 008 988
Police Science Programs. A Directory of Degree Granting Institutions in the U.S.

International Association of Chiefs of Police, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
International Association of Chiefs of Police, 1319 18th Street, N.W., Washington, D.C. 20036 (no charge).
Pub Date - 67 15p.

*DIRECTORIES; *COLLEGE PROGRAMS; *POLICE; *LAW ENFORCEMENT

This directory, based on questionnaire data and other information gathered by the International Association of Chiefs of Police, includes 152 associate degree programs, 39 baccalaureate degree programs, and 14 master's degree programs. These 184 programs are listed by the 50 states and Guam and the Virgin Islands. Addresses and degree titles are included. (EM)

VT 009 180
Official Handbook.

Ohio Association of the Vocational Industrial Clubs of America, Columbus.
MF AVAILABLE IN VT-ERIC SET.
Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 ($.75).
Pub Date - 68 91p.

*STUDENT ORGANIZATIONS; *TRADE AND INDUSTRIAL EDUCATION; *MANUALS; ADMINISTRATOR RESPONSIBILITY; *YOUTH CLUBS; STUDENTS; PARTICIPATION
VOCATIONAL INDUSTRIAL ARTS CLUBS OF AMERICA; VICA

This handbook, written by a committee of supervisors and teachers, gives direction to the student members of Vocational Industrial Arts Clubs of America. Four manuals cover membership, officer duties and responsibilities, advisor responsibilities, and contest description. (GR)

VT 009 590 ED 034 037
Automotive Mechanic Entry; A Suggested Guide for a Training Course.

Office of Education (DHEW), Washington, D.C. Bureau of Adult, Vocational, and Library Programs
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
OE-87041
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.287:87041, $.35).
Pub Date - 69 27p.

*CURRICULUM GUIDES; *AUTO MECHANICS; *TRADE AND INDUSTRIAL EDUCATION; *AUTO MECHANICS (OCCUPATION); COURSE CONTENT; AUDIOVISUAL AIDS; BIBLIOGRAPHIES; EDUCATIONAL FACILITIES

This guide, prepared for the Division of Manpower Development and Training, is to assist administrators and teachers in organizing courses and developing course content. The guide contains 14 major units covering 1,764 hours of instruction in the classroom and the laboratory. The course covers 252 days at a rate of 7 hours per day for 5 days a week. Each unit contains: (1) suggested training time, (2) unit objectives, (3) unit outline, (4) suggested activities or shop exercises, and (5) a list of references. Supplementary materials include a suggested list of machines, tools, equipment, supplies, textbooks, films, and a floor plan of the training facility. (GR)

VT 009 671
Electricity and Electronics; Vocational-Industrial Education Curriculum Guide. Curriculum Bulletin Series.

Dallas Independent School District, Tex.
MF AVAILABLE IN VT-ERIC SET.
Dallas Independent School District, 3700 Ross Avenue, Dallas, Texas 75204 ($2.73).
Pub Date - 68 137p.

*CURRICULUM GUIDES; *ELECTRICITY; *ELECTRONICS; SECONDARY GRADES

Prepared by teachers of electricity and electronics in conjunction with the Department of Vocational-Industrial Education of the Dallas Independent School District, Texas, this curriculum guide is for use by teachers, supervisors, and counselors in planning and conducting courses in electricity and electronics for grades 8-12. Contents include seven instructional units: two on exploratory electricity for the junior high level, and four on electronics to be taught in high school. The seventh unit, Industrial Electronics, is an advanced course for 11th and 12th grade students, designed with the need for trained technicians in mind. Each unit contains introductory information, scope, expected outcomes, hours per unit, bibliographies, and outlines listing skills and knowledge to be developed, learning activities, and related projects. Several pages of suggested related problems are included, and the guide is illustrated with numerous photographs. (AW)

VT 009 672
Industrial Cooperative Training; Curriculum Guide. Curriculum Bulletin Series.

Dallas Independent School District, Tex.
MF AVAILABLE IN VT-ERIC SET.
Dallas Independent School District, 3700 Ross Avenue, Dallas, Texas 75204 ($3.25).
Pub Date - 67 164p.

*CURRICULUM GUIDES; *COOPERATIVE EDUCATION; *TRADE AND INDUSTRIAL EDUCATION; HEALTH OCCUPATIONS; AUTO MECHANICS (OCCUPATION); METAL WORKING OCCUPATIONS; REFRIGERATION MECHANICS; GRADE 11; GRADE 12; MACHINISTS; GRAPHIC ARTS; FOOD SERVICE OCCUPATIONS; ELECTRICIANS; DRAFTSMEN; TELEVISION REPAIRMEN; BUILDING TRADES; FOODS PROCESSING OCCUPATIONS

Developed by industrial cooperative training and vocational-industrial education coordinators of the Dallas Independent School District, Texas, this curriculum guide is for use by teachers, counselors, and supervisors in planning and implementing local industrial cooperative training programs for Grades 11 and 12. Brief introductory information on the purposes, scope, expected outcomes, and areas of learning of the guide is followed by topical outlines of 11 clusters of trades: (1) automotive, (2) building, (3) communication, (4) drafting, (5) electrical, (6) food, (7) graphic arts, (8) health occupations, (9) mechanical, (10) metal, and (11) air conditioning and refrigeration. A miscellaneous section covers the trades of diesel mechanic, dry cleaner, floral designer, locksmith, optician, plastics molder, and shoe repairman. On-the-job experiences, related studies, and bibliographies are given for each occupation covered. Appendixes include sample reports and letters, an organizational chart, a sample school calendar, list of approved occupations for the program, and operational procedures. Recommended time allotment for courses in the program is 25 hours per week on-the-job training plus 55 minutes per day related classroom training. (AW)

VT 009 675
Bernard, William H., And Others
Auto Mechanics 5-6, Occupational. Industrial Education Course Outline.

Long Beach Unified School District, Calif. Office of Curriculum and Instruction
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 68 24p.

*CURRICULUM GUIDES; *INDUSTRIAL EDUCATION; *AUTO MECHANICS; GRADE 12

This course guide, designed for teacher use, was developed by a committee of industrial education teachers and consultants for courses and lesson planning for an occupational cluster in auto mechanics for high school students. The 2-semester course, designed for 2 hours of instruction daily is for students of Grade 12 who have successfully passed the 180-hour basic and the 180-hour intermediate level course of instruction in the same subject. Contents include an introduction, an outline of the course, and an evaluation check list. Supplemental material is desirable. (GR)

VT 009 692
Halverson, Norman D., And Others
Electronics 5-6, Occupational. Industrial Education Course Outline.

Long Beach Unified School District, Calif. Office of Curriculum and Instruction
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 20p.

*CURRICULUM GUIDES; *INDUSTRIAL EDUCATION; *ELECTRONICS; *SECONDARY GRADES; GRADE 11; GRADE 12

This course guide, designed for teacher use, was developed by a committee of industrial education teachers and consultants for course and lesson planning for an occupational cluster in electronics for high school students. The 2-semester course, designed for 2 hours of instruction daily, is for students of Grades 11 or 12 who have successfully passed the 180-hour basic and the 180-hour intermediate level course of instruction in the same subject. Contents include an introduction, an outline of the course, and an evaluation check list. Supplemental material is desirable. (GR)

VT 009 693
Anderson, Carol Q., And Others
Industrial Drafting 5-6, Occupational. Industrial Education Course Outline.

Long Beach Unified School District, Calif. Office of Curriculum and Instruction
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 68 34p.

*CURRICULUM GUIDES; *INDUSTRIAL EDUCATION; *DRAFTING; SECONDARY GRADES; GRADE 11; GRADE 12

This course guide, designed for teacher use, was developed by a committee of industrial education teachers and consultants for course and lesson planning for an occupational cluster in industrial drafting for high school students. The 2-semester course, designed for 2 hours of instruction daily, is for students of Grades 11 or 12 who have successfully passed the 180-hour basic and the 180-hour intermediate level courses of instruction in the same subject. Contents include an introduction, a course outline, and an evaluation check list. Supplemental material is desirable. (GR)

VT 009 707
Plastics; Vocational Industrial Education Curriculum Guide. Curriculum Bulletin Series.

Dallas Independent School District, Tex.
MF AVAILABLE IN VT-ERIC SET.
Dallas Independent School District, 3700 Ross Avenue, Dallas, Texas 75204 ($2.73).
Pub Date - 67 28p.

*CURRICULUM GUIDES; *INDUSTRIAL EDUCATION; *PLASTICS; SECONDARY GRADES

This curriculum guide was developed by teachers of plastics in conjunction with the Department of Vocational-Industrial Education of the Dallas Independent School District, Dallas, Texas, for use by local industrial arts teachers, supervisors, and counselors in planning and implementing courses in plastics for grades 10-12. Contents include two units, the first of which is a laboratory course (Plastics I and 2) offered to 10th, 11th, and 12th grade students and intended to give students general knowledge of the tools, materials, and processes used in the plastics industry, rather than technical training aimed at employment. The second unit, Vocational Plastics, is open to 11th and 12th graders, and is intended to prepare the student for employment in the plastics industry by giving him efficient, practical, and related training in the basic skills of the industry. Units contain introductory information, scope, expected outcomes, bibliographies, hours per unit, and outlines listing skills and knowledge to be developed and teaching suggestions. Numerous photographs illustrate the guide. The material presented should be used flexibly and selectively by the individual teacher. (AW)

VT 009 708
Rattenbury, Harold L., And Others
Graphic Arts 5-6 (Printing), Occupational. Industrial Education Course Outline.

Long Beach Unified School District, Calif. Office of Curriculum and Instruction
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 34p.

*CURRICULUM GUIDES; *INDUSTRIAL EDUCATION; *GRAPHIC ARTS; GRADE 12; *PRINTING

This course guide, designed for teacher use, was developed by a committee of industrial education teachers and consultants for course and lesson planning for an occupational cluster in graphic arts (printing) for high school students. The 2-semester course, designed for 2 hours of instruction daily, is for students of Grade 12 who have successfully passed the 180-hour basic and the 180-hour intermediate level course of instruction in the same subject. Contents include an introduction, an outline of the course, and an evaluation check list. Supplemental material is desirable. (GR)

VT 009 709
Llewer, Urban J., And Others
Heavy Metals 5-6, Occupational. Industrial Education Course Outline.

Long Beach Unified School District, Calif. Office of Curriculum and Instruction
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 68 25p.

*CURRICULUM GUIDES; *INDUSTRIAL EDUCATION; *METALS; *WELDING; GRADE 12

This course guide, designed for teacher use, was developed by a committee of industrial education teachers and consultants for course and lesson planning for an occupational cluster in heavy metals for high school students. The 2-semester course, designed for 2 hours of instruction daily, is for students of Grade 12 who have successfully passed the 180-hour intermediate level course of instruction in the same subject. Contents include an introduction, a course outline for machine shop and arc welding, and an evaluation check list. Supplemental material is desirable. (GR)

VT 009 710
Llewer, Urban J., And Others
Light Metals 5-6, Occupational. Industrial Education Course Outline.

Long Beach Unified School District, Calif. Office of Curriculum and Instruction
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 68 22p.

*CURRICULUM GUIDES; *INDUSTRIAL EDUCATION; *METALS; *SHEET METAL WORK; *WELDING; SECONDARY GRADES; GRADE 12

This course guide, designed for teacher use, was developed by a committee of industrial education teachers and consultants for course and lesson planning for an occupaionall cluster in light metals for high school students. The 2-semester course, designed for 2 hours of instruction, is for students of Grade 12 who have successfully passed the 180-hour basic and the 180-hour intermediate level course of instruction in the same subject. Contents include an introduction, outlines of courses in sheet metal and gas welding, and an evaluation check list. Supplemental material is desirable. (GR)

VT 009 711
Basic Electronics for the Petroleum Industry.

Texas Univ., Austin. Petroleum Extension Service
MF AVAILABLE IN VT-ERIC SET.
Petroleum Extension Service, Drawer V, University Station, University of Texas, Austin, Texas 78712 ($5.00).
Pub Date - Jul65 370p.

*RESOURCE MATERIALS; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRONICS; *ELECTRONIC TECHNICIANS; ADULT VOCATIONAL EDUCATION; ELECTRIC CIRCUITS; ELECTRICITY; ELECTRIC MOTORS; TRANSISTORS; PRACTICAL MATHEMATICS
*PETROLEUM INDUSTRY

This manual is designed to provide instruction necessary for understanding the operation of supervisory control equipment in the petroleum industry. Developed by a training specialist, the material is suitable for use by teachers and trainees in rehabilitation, retraining, or inplant training programs. Contents include chapters providing information, definitions, and questions to be answered on such aspects as basic electricity, circuits, magnetism, electrical energy, transformers, capacitors, electric motors, amplifiers, and transistors. A review of related mathematics and information on calculating the time constant of resistance-capacitance circuits are appended. The course instructor should be qualified in electronics and computer technology with a background in petroleum. Recommended time allotment for covering the material is 120 hours, with 76 hours in the classroom and 44 in the laboratory. (AW)

VT 009 718
Electrical Maintenance Practices 4. Unit I: Renewing Our Ability to Use the Laws of Electricity. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-1
Pub Date - 16Aug66 22p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; *EQUIPMENT MAINTENANCE; ELECTRICAL SYSTEMS; ADULT VOCATIONAL EDUCATION; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION

This module of a 30 module 1-year course is designed to develop an understanding of the laws of electricity and their utilization. Topics are: (1) DC Circuit Fundamentals and Non-Linear Circuits, (2) Inductors and Capacitors in DC Circuits, (3) Using Vectors to Understand AC Circuits, and (4) Inductors and Capacitors in AC Circuits. The module consists of trainee text material in an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 719
Electrical Maintenance Practices 4. Unit II: AC Circuits, Power and Distribution Systems. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-2
Pub Date - 23Aug66 26p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; ADULT VOCATIONAL EDUCATION; EQUIPMENT MAINTENANCE; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION; ELECTRICITY; *ELECTRIC CIRCUITS

This module of a 30 module 1-year course is designed to develop an understanding of alternating current (AC) electrical circuits, power and distribution systems. Topics are: (1) Solving Series and Parallel AC Circuits, (2) Measuring Power in Direct Current (DC) and AC Circuits, (3) Why Is Power Factor Important, (4) Advantages of Polyphase Power Systems, and (5) How Do Phase Shift Circuits Work. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 720
Electrical Maintenance Practices 4. Unit III: Transformers, and AC Voltage Regulators. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-3
Pub Date - 18Aug66 26p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; ADULT VOCATIONAL EDUCATION; *EQUIPMENT MAINTENANCE; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION; ELECTRIC CIRCUITS
TRANSFORMERS; ALTERNATING CURRENT VOLTAGE REGULATORS

This module of a 30 module 1-year course is designed to develop an understanding of transformers and alternating current (AC) voltage regulators. Topics are: (1) Transformer Characteristics, (2) Distribution and Control

Transformer Connections, (3) Autotransformers, (4) AC Voltage Regulators, and (5) Instrument Transformers. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 721
Electrical Maintenance Practices 4. Unit IV: Important AC Motors. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-4
Pub Date - 22Aug66 22p.

*STUDY GUIDES; TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; ADULT VOCATIONAL EDUCATION; *EQUIPMENT MAINTENANCE; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION; *ELECTRIC MOTORS

This module of a 30 module 1-year course is designed to develop an understanding of important alternating current (AC) motors. Topics are: (1) Squirrel Cage Types, (2) Wound Rotor Variations, (3) Synchronous Motors, and (4) AC Motor Maintenance. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 722
Electrical Maintenance Practices 4. Unit V: DC Motor Drive Systems--Mainstay of Modern Industry. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-5.
Pub Date - 28Jun66 21p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; ADULT VOCATIONAL EDUCATION; *EQUIPMENT MAINTENANCE; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION; ELECTRIC MOTORS
*DIRECT CURRENT MOTOR DRIVE SYSTEMS

This module of a 30 module 1-year course is designed to develop an understanding of important direct current (DC) motor drive systems. Topics are: (1) Review of Practical Speed Control Methods, (2) Types of Adjustable Voltage DC Drives, (3) Series Vs. Shunt Motors, (4) Shunt Motor Speed Control by Field Weakening, (5) Using Armature Resistance to Obtain Shunt Motor Speed Control, (6) Shunt Motor Speed Control by Variable Voltage, and (7) The Problem of Speed Regulation. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 723
Electrical Maintenance Practices 4. Unit VI: Using Magnetic Amplifier Controls in Variable Speed Systems. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-6.
Pub Date - 18Aug66 21p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; *EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION
MAGNETIC AMPLIFIER CONTROL; VARIABLE SPEED SYSTEMS

This module of a 30 module 1-year course is designed to develop an understanding of using magnetic amplifier control in variable speed systems. Topics are: (1) What Lies Ahead in Speed Control Systems, (2) How the Magnetic Amplifier Improved Speed Control Systems, and (3) The SCR Teams Up with the Magnetic Amplifier. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 724
Electrical Maintenance Practices 4. Unit VII: The Variable Speed Drive Revolution Using SCRS. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-7
Pub Date - 23Aug66 23p.

*STUDY GUIDES; *TEACHING GUIDES; *ELECTRICIANS; ELECTRICAL SYSTEMS; EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION; *ELECTRIC MOTORS; *TRADE AND INDUSTRIAL EDUCATION
*SILICON CONTROLLED RECTIFIERS

This module of a 30 module 1-year course is designed to develop an understanding of the variable speed drive revolution using silicon controlled rectifiers (SCRs). Topics are: (1) Controlled Rectifier Motor Drives, (2) Can the Drive Motor be Replaced, (3) A New Look at Variable Frequency Alternating Current (AC) Drives, and (4) Rectifier-Inverter Drives. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 725
Electrical Maintenance Practice 4. Unit VII: Vacuum and Gas Tubes. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-8
Pub Date - 28Jun66 17p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION; *VACUUM TUBES

This module of a 30 module 1-year course is designed to develop an understanding of vacuum and gas tubes. Topics are: Vacuum Tube Amplifiers, Gas Tube Operation, and Application of Vacuum Tubes and Thyratrons in Industrial Controls. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 726
Electricial Maintenance Practices 4. Unit IX: Semiconductors and Transistors. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-9
Pub Date - 21Aug66 28p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION
*SEMICONDUCTORS

This module of a 30 module 1-year course is designed to develop an understanding of semiconductors and transistors. Topics are: Use of Semiconductor Diodes, Reviewing Transistors and Their Uses, and Special Transistors and Their Applications. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules of Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 727
Electrical Maintenance Practices 4. Unit X: Understanding the Silicon Controlled Rectifier. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-10
Pub Date - 28Jun66 22p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; *EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION
*SILICON CONTROLLED RECTIFIER

This module of a 30 module 1-year course is designed to develop an understanding of the silicon controlled rectifier (SCR). Topics are: (1) Basic Conception of the Silicon Controlled Rectifier, (2) Symbols, Terminology, and Definitions, (3) Understanding the Characteristics of the SCR, (4) The SCR Regulated Power Supply Gives Constant Voltage, (5) Disadvantages That Must be Observed and Compensated For, and (6) The SCR Has Many Uses. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 728
Electrical Maintenance Practices 4. Unit XI: Using SCR Units in Industrial Control. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-11
Pub Date - 28Jun66 23p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; ADULT VOCATIONAL EDUCATION; *EQUIPMENT MAINTENANCE; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION
*SILICON CONTROLLED RECTIFIER; INDUSTRIAL CONTROL

This module of a 30 module 1-year course is designed to develop an understanding of the utilization of silicon controlled rectifier (SCR) units in industrial control. Topics are: (1) Applying the Magnetic Amplifier to SCR Control, (2) Applying the Buck-Boost Magnetic Amplifier to SCR Control, (3) Basic SCR Power Circuits, and (4) SCR Package Units. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 729
Electrical Maintenance Practices 4. Unit XII. SCR Motor Controls and Circuit Protection. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-12
Pub Date - 31Aug66 27p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; *EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION
SILICON CONTROLLED RECTIFIERS

This module of a 30 module 1-year course is designed to develop an understanding of silicon controlled rectifier (SCR) motor controls and circuit protection. Topics are: (1) Basic SCR Rectifier Motor Controls, (2) Electronic Gating Circuits, (3) Industrial Motor Controls, and (4) Circuits Protection for Semiconductors. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 730
Electrical Maintenance Practices 4. Unit XIII: The Ultraflex "S" SCR DC Motor Drive. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-13
Pub Date - 23Sep66 30p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; ADULT VOCATIONAL EDUCATION; *EQUIPMENT MAINTENANCE; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION
*ULTRAFLEX "S" SCR DC MOTOR DRIVE

This module of a 30 module 1-year course is designed to develop an understanding of the Ultraflex "S" SCR DC motor drive. Topics are: (1) What is the Ultraflex "S" SCR Drive, (2) Main Armature Voltage Control, (3) Main SCR Gating Circuits, (4) Speed Control Circuits, (5) Field Current Supply, (6) Comparing with a Magnetic Amplifier Motor Drive, and (7) Ultraflex "S" Maintenance. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 731
Electrical Maintenance Practices 4. Unit XIV: Solid State Inverter Power and Control Circuits. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-14
Pub Date - 8Sep66 24p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; *EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION
*SOLID STATE CIRCUITS

This model of a 30 module 1-year course is designed to develop an understanding of solid state inverter power and control circuits. Topics are: (1) What Are Inverters and How Do They Work, (2) Power Applications, (3) Control Circuits, and (4) Maintenance Problems. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 732
Electrical Maintenance Practices 4. Unit XV: Other Useful Thyristors. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-15
Pub Date - 3Oct66 23p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; *EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION
*THYRISTORS

This module of a 30 module 1-year course is designed to develop an understanding of thyristors other than silicon controlled rectifiers (SCR). Topics are: (1) The Triac Simplifies AC Switching, (2) Unidirectional and Bidirectional Signal Diodes, (3) Gate Controlled Devices, and (4) Light Activated Devices. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 733
Electrical Maintenance Practices 4. Unit XVI: Thyristor Applications. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-16
Pub Date - 18Oct66 25p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION; *EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION
*THYRISTORS

This module of a 30 module 1-year course is designed to develop an understanding of thyristor applications. Topics are: (1) Speed Control, (2) Timing Application, (3) Improving Pulse Generators, and (4) Trouble Shooting. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 734
Electrical Maintenance Practices 4. Unit XVII. Solid State Logic--A Basic Tool for Automation. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-17
Pub Date - 27Sep66 21p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; *EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION
*SOLID STATE LOGIC

This module of a 30 module 1-year course is designed to develop an understanding of solid state logic as a basic tool for automation. Topics are: (1) Why Use Solid State Logic, (2) Solid State Logic vs. Relay Circuits, (3) How Do Logic Elements Work, and (4) Logic for the Future. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 735
Electrical Maintenance Practices 4. Unit XVIII: Important Industrial Logic Systems. EM 4-18. Study and Reading Material.

Human Engineering Inst. Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 29Sep66 28p.

*STUDY GUIDES; TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION; *LOGIC; *INDUSTRY

This module of a 30 module 1-year course is designed to develop an understanding of important industrial logic systems. Topics are: (1) Cutler-Hammer DSL Logic Systems, (2) Westinghouse Prodac Logic Systems, and (3) General Electric Transistorized Static Control Systems. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electric Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 736
Electrical Maintenance Practices 4. Unit XIX: Getting Acquainted with Solid State Logic. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-19
Pub Date - 22Oct66 26p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; ADULT VOCATIONAL EDUCATION; *EQUIPMENT MAINTENANCE; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION
*SOLID STATE LOGIC

This module of a 30 module 1-year course is designed to assist students in becoming acquainted with solid state logic. Topics are: (1) Can We Use Boolean Algebra, (2) Truth Tables--Another Useful Tool, (3) Diode Logic Circuits, and (4) Practical English Logic Circuits. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 737
Electrical Maintenance Practices 4. Unit XX: NOR Logic Systems. EM 4-20. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 6Dec65 29p.

*STUDY GUIDES; TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; *EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION; *LOGIC

This module of a 30 module 1-year course is designed to develop an understanding of NOR logic systems. Topics are: (1) Why NOR Logic, (2) Performing The Basic Logic Functions With NOR Elements, (3) How to Count With NOR, (4) Typical NOR Logic Systems Applications, and (5) Maintenance of NOR Logic Systems. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 738
Electrical Maintenance Practices 4. Unit XXI: Directo-Matic I and II Control Systems. EM 4-21. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 15Mar66 29p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; *EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION *DIRECTOMATIC CONTROL SYSTEMS

This module of a 30 module 1-year course is designed to develop an understanding of Directo-Matic I and II control systems. Topics are: (1) Directo-Matic I Hardware, (2) Understanding Directo-Matic I Circuits, (3) Directo-Matic II--A New Generation of Process Controls, and (4) Reading Directo-Matic II Diagrams. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 739
Electrical Maintenance Practices 4. Unit XXII: Auxiliary Components and Other Logic Devices. EM 4-22. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 30Dec65 31p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; *EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION

This module of a 30 1-year course is designed to develop an understanding of auxiliary components and other logic devices. Topics are: (1) Auxiliary Components in Logic Systems, (2) Solid State Counters and Information Storage Units, and (3) Glow Tube Indicators and Switches. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 740
Electrical Maintenance Practices 4. Unit XXIII: Getting Acquainted with Computers. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-23.
Pub Date - 11Feb66 23p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION; *COMPUTERS

This module of a 30 module 1-year course is designed to develop a basic understanding of computer operation. Topics are: (1) What Is a Computer, (2) Types of Computers, (3) Analog Computer Operations, and (4) Digital Computer Operations. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 741
Electrical Maintenance Practices 4. Unit XXIV: How a Digital Computer Adds and Subtracts. EM 4-24. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 25Feb66 27p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION; ADDITION; SUBTRACTION; *DIGITAL COMPUTERS

This module of a 30 module 1-year course is designed to develop an understanding of how a digital computer adds and subtracts. Topics are: (1) Binary Arithmetic, (2) Counter and Storage Circuits, (3) Basic Adder Circuits, and (4) How an Adder Can Subtract. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 742
Electrical Maintenance Practices 4. Unit XXV: Additional Computer Arithmetic Circuits and Memory Units. EM 4-25. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 8Mar66 20p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAM MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION; *DIGITAL COMPUTERS; MEMORY; MULTIPLICATION; DIVISION

This module of a 30 module 1-year course is designed to develop an understanding of computer arithmetic circuits and memory units. Topics are: Digital Multiplication and Division, and Computer Memories. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 743
Electrical Maintenance Practices 4. Unit XXVI: Computer Maintenance Techniques. EM 4-26. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 23Feb66 30p.

*STUDY GUIDES; TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; *EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAM MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION; *COMPUTERS

This module of a 30 module 1-year course is designed to develop an understanding of computer maintenance techniques. Topics are: (1) Module Packaging Methods, (2) Maintenance Tools and Procedures, (3) Special Maintenance Test Circuits, and (4) Printed Circuit Repair Techniques. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 744
Electrical Maintenance Practices 4. Unit XXIX: Telemetering Systems. EM 4-29. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 11Apr66 22p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; *EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION *TELEMETERING SYSTEMS

This module of a 30 module 1-year course is designed to develop an understanding of telemetering systems. Topics are: (1) What is Telemetering, (2) Popular Types of Telemetering Systems, (3) Pulse Systems, (4) Frequency Systems, and (5) Other Useful Systems. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 745
Electrical Maintenance Practices 4. Unit XXX: Electrical Maintenance--A Job with a Future. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-30
Pub Date - 10Jun66 17p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; *EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION; OCCUPATIONAL INFORMATION

This module of a 30 module 1-year course is designed to develop an understanding of career opportunities in electrical maintenance occupations. Topics are: (1) What Have You Learned, (2) Using Your New Tools, (3) Your Job in 1982, (4) Keeping Up to Date, and (5) Meet The Future Confidently. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 746
Electrical Maintenance Practices 4. Unit XXVII: Quality Control and Inspection Transducers. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
EM 4-27
Pub Date - 5May66 28p.

*STUDY GUIDES; *TEACHING GUIDES; *ELECTRICIANS; *TRADE AND INDUSTRIAL EDUCATION; ELECTRICAL SYSTEMS; ADULT VOCATIONAL EDUCATION; EQUIPMENT MAINTENANCE; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION; *QUALITY CONTROL
*INSPECTION TRANSDUCERS

This module of a 30 module 1-year course is designed to develop an understanding of the utilization of inspection transducers in quality control. Topics are: (1) Introduction to Nondestructive Test Transducers, (2) Electromagnetic Flaw Detectors, (3) Ultrasonic Flaw Detectors, and (4) Dye Penetrant Inspection Methods. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1,2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 747
Electrical Maintenance Practices 4. Unit XXVIII: Radiation Transducers. EM 4-28. Study and Reading Material.

Human Engineering Inst., Cleveland, Ohio
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 14Mar66 39p.

*STUDY GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICIANS; ELECTRICAL SYSTEMS; EQUIPMENT MAINTENANCE; ADULT VOCATIONAL EDUCATION; PROGRAMED MATERIALS; PROGRAMED INSTRUCTION; INDIVIDUAL INSTRUCTION; *RADIATION
*RADIATION TRANSDUCERS

This module of a 30 module 1-year course is designed to develop an understanding of radiation transducers. Topics are: (1) Why Use Radiation, (2) How Can We Use Radiation, (3) Typical Industrial Uses, and (4) How to Work Safely Near Radiation Equipment. The module consists of trainee text material and an instructor's guide which includes unit objectives, a list of suggested supplemental materials, and discussion ideas and questions. The 90 modules of Electrical Maintenance Practices 1, 2, and 3 are available as VT 006 030-VT 006 047 (AIM Summer 1969). A program outline is available as VT 006 029 (AIM Summer 1969). The 30 modules for Electrical Maintenance Practices 4 are available as VT 009 718-VT 009 747, all in this issue. (GR)

VT 009 756
Training Recommendation 1: Operator Training Instructors.

Knitting, Lace and Net Industry Training Board, Nottingham (England)
MF AVAILABLE IN VT-ERIC SET.
Knitting, Lace and Net Industry Training Board, 4 Hamilton Road, Sherwood Rise, Nottingham, England.
Pub Date - nd 33p.

*PROGRAM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *INSTRUCTIONAL STAFF; FOREIGN COUNTRIES; *TEACHER EDUCATION; *TRADE AND INDUSTRIAL TEACHERS
ENGLAND

This guide is one of a series prepared to aid in training competent instructors for the knitting, lace, and net industry. For use in formal courses designed for instructor training, the booklet defines the instructor and his role in the organization of the company, and provides guidelines for: (1) selecting instructors, (2) duties and tasks of instructors, (3) deciding how to utilize instructors, (4) choices of instructors' training courses, (5) training and development of instructors, and (6) employment of instructors. Appendixes include: (1) Selection Procedures, (2) Synopsis of Three-Week Full-Time Instructor Training Course, (3) Programme of Three-Week Full-Time Instructor Training Course, and (4) Details of Department of Employment and Productivity Training within Industry Training Course and Training Development Service. (AW)

VT 009 801
Power Press Toolsetters Safety Training Course.

Royal Society for the Prevention of Accidents, Birmingham (England). Industrial Safety Training Centre
DOCUMENT NOT AVAILABLE FROM EDRS.
The Royal Society for the Prevention of Accidents, 22 Summer Road, Acocks Green, Birmingham 27, England.
Pub Date - nd 28p.

*SAFETY; *SAFETY EDUCATION; SAFETY EQUIPMENT; *MACHINE TOOL OPERATORS; FOREIGN COUNTRIES; *TRADE AND INDUSTRIAL EDUCATION; *CURRICULUM GUIDES; TRANSPARENCIES
ENGLAND

This guide, stating the need for safety training for power press tool setters, outlines a course and suggests that that it be conducted through lectures and demonstrations. Included for discussion are the following topics: (1) power presses, (2) accidents at power presses, (3) methods of guarding, (4) tool-setting, (5) tool design, and (6) testing and examining of presses and guards. Automatic guards, a list of official reports and publications dealing with power presses, and a synopsis of the 1965 (S.I. 1965, No. 1441) power press regulations is appended. Eleven illustrations are suitable for reproduction as overhead transparencies. (GR)

VT 009 854
Curriculum Guide for Vocational Carpentry. Grades Eleven and Twelve.

Chicago Board of Education, Ill.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 347p.

*CURRICULUM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *CARPENTERS; *WOODWORKING; *BUILDING TRADES; VOCATIONAL HIGH SCHOOLS; GRADE 11; GRADE 12

This curriculum guide is for use in planning and implementing vocational carpentry courses for Grades 11 and 12 in Chicago vocational high schools. The primary objective of the proposed course is to prepare students for employment or for higher technical training by acquainting them with modern technological methods, tools, machinery and materials. The use of student projects is emphasized to develop competence in manipulative skills, and specific knowledge units stress modern methods and techniques used in the field. Contents include a brief introduction, course outlines for Grades 11 and 12, and a bibliography including books, films, filmstrips, and suggested field trips. Units included in the Grade 11 outline are Orientation, Frame Buildings, Masonry Buildings, Concrete Form Work, and Rough Framing, while the outline for Grade 12 covers Roof Framing, Exterior Finish, Stairbuilding, and Interior Finish. Each unit provides skills and understandings to be developed, content to be covered, teacher activities, projects, developmental vocabulary, and resource materials. Numerous photographs, diagrams, and drawings illustrate the guide. Student prerequisites to the course are 4 semesters of drafting and 1 semester each of basic vocational woodworking and welding. (AW)

VT 009 869
Curriculum Guide for Trades and Industries Machine Shop Programs.

Clemson Univ., S.C.
South Carolina State Dept. of Education, Columbia. Trade and Industrial Education Section
MF AVAILABLE IN VT-ERIC SET.
Industrial Education Department, Clemson University, Clemson, South Carolina 29631 (Limit: one per State Supervisor of Industrial Education).
Pub Date - 69 72p.

*CURRICULUM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *MACHINISTS; SCHOOL SAFETY; GRADE 11; GRADE 12; *INSTRUCTIONAL MATERIALS

This curriculum guide was developed by a group of teachers, teacher educators, industrial representatives, and material specialists for teacher use in course and lesson planning of trade and industry machine shop programs in area vocational schools or vocational high schools. The program is for 3 hours per day, 5 days per week, 36 weeks per year for 2 years, totaling 1,080 hours. Included are: (1) General Objectives, (2) Machinist Job Description, (3) Specific Objectives, (4) Program Description, (5) Machine Shop I Outline (generally for Grade 11 students), (6) Machine Shop II Outline, and (7) Optional Topics. Appended are: (1) Suggestions for using materials, (2) a book list, (3) a listing of free pamphlets and booklets, (4) a chart list, (5) a film list with availability, (6) a list of commercial suppliers, (7) safety recommendations, and (8) specific safety precautions for each of 17 machines with an accompanying illustration in which all machine parts are labeled. Illustrations may be reproduced as transparencies. (GR)

VT 009 890
Reading the Micrometer; Student Worksheets.

Clemson Univ., S.C. Vocational Education Media Center
South Carolina State Dept. of Education, Columbia
MF AVAILABLE IN VT-ERIC SET.
Industrial Education Department, Clemson University, Clemson, South Carolina 29631 (limit: one per state supervisor of industrial education).
Pub Date - 12Jan69 10p.

*STUDY GUIDES; *MEASUREMENT INSTRUMENTS; *INDUSTRIAL EDUCATION; STUDENT PROJECTS; TRANSPARENCIES; AUTO MECHANICS; MACHINISTS; *INSTRUCTIONAL MATERIALS; READING MATERIALS
*MICROMETERS

This study guide, developed by a materials specialist for teachers in designing lesson plans and for students who are seeking reading materials, has focus on using and reading the micrometer. Part I introduces the student to the micrometer giving the nomenclature of its parts and containing worksheet to assist in learning the name of the parts. A transparency master showing the parts is included. Part II contains a step by step procedure with transparency master illustrations for reading any inside or outside micrometer. Twelve micrometer reading exercises are illustrated. A teacher information guide is available as VT 009 889, in this issue. (GR)

VT 009 900
Curriculum Guide for Trades and Industries Electricity Programs.

Clemson Univ., S.C. Vocational Education Media Center
Clemson Univ., S.C. Dept. of Industrial Education
South Carolina State Dept. of Education, Columbia. Trade and Industrial Education Section
MF AVAILABLE IN VT-ERIC SET.
Agricultural Education Department, Clemson University, Clemson, South Carolina (limit: oner per state supervisor of industrial education).
Pub Date - 69 35p.

*CURRICULUM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICITY; SECONDARY GRADES; VOCATIONAL HIGH SCHOOLS; AREA VOCATIONAL SCHOOLS

Developed by teachers, teacher educators, industrial representatives, and materials specialists, this curriculum guide is for teacher use in planning secondary level courses in electricity. The 1,080-hour course is designed for use in vocational high schools or area vocational schools. Contents include: (1) General Objectives of Trade and Industrial Education Programs, (2) Specific Objectives of the Trades and Industries Electricity Program, (3) Purpose of Program, (4) Description of Program, (5) Outline of Course Content, 1st Year, and (6) Outline of Course Content, 2nd Year. Lists of reference books, films and filmstrips available on loan, and free pamphlets are appended. A certified trade teacher should conduct the course. (AW)

VT 009 925
Mayhew, John R.
Commercial Art; Suggested Basic Course Outline.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Education Agency, Austin
DOCUMENT NOT AVAILABLE FROM EDRS.
Instructional Materials Production, Engineering Extension Service, Texas A and M University, F.E. Drawer K, College Station, Texas 77843 ($1.25).
Pub Date - Jul64 58p.

*CURRICULUM GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *COMMERCIAL ART; ART EDUCATION

This course outline is for use by beginning vocational-industrial shop teachers in Texas public schools in planning and implementing courses in commercial art. Prepared in a special 1958 summer workshop, the outline covers only the basic skills and technical information to be taught, and should be adapted by the instructor to meet specific local needs. A 2-year program is suggested, with the first year outline covering: (1) Basic Composition and Design, (2) Drawing, (3) Lettering, (4) Illustration, (5) Wash, (6) Cartoons, (7) Animal Drawing, (8) Fashion Illustration, (9) Layouts, and (10) Line Art for Reproduction. Some of the areas included in the second year outline are: (1) Design Principles, (2) Mechanicals, (3) Advertising Design and Illustration, (4) Television, (5) Fashion Illustration, (6) Book Jackets, (7) Greeting Cards, (8) Label and Package Designing, (9) Photo Retouching, (10) Silkscreen Reproduction, and (11) Cartoons. Each outline includes content, information and skills to be taught, teaching suggestions, and information sources. A separate outline lists various teaching methods, with descriptions of the methods, advantages, disadvantages, and suggestions on when to use them. A bibliography, tool and equipment list, and suggested shop floor plan are appended. (AW)

VT 009 926
Welding; Suggested Basic Course Outline.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Education Agency, Austin
DOCUMENT NOT AVAILABLE FROM EDRS.
Instructional Materials Production, Engineering Extension Service, Texas A and M University, F.E. Drawer K, College Station, Texas 77843 ($1.25).
Pub Date - nd 58p.

*CURRICULUM GUIDES; *WELDING; *WELDERS; *TRADE AND INDUSTRIAL EDUCATION; TEACHING GUIDES; BIBLIOGRAPHIES; INSTRUCTIONAL MATERIALS

This course guide was developed by a special workshop committee for teacher use in course and lesson planning. The 2-year course outline includes (1) objectives, (2) developing a course of study, (3) items for inclusion in all vocational-industrial courses, (4) first-year outline consisting of introduction, hand and shop tools, metal properties, metallurgy of ferrous alloys, electric welding, oxygen and acetylene welding, natural gas cutting, bronze welding, gas welding cast iron, pipe welding, measurements, and welding symbols, and (5) second year including metals identification, welding symbols and blue print reading, testing methods, electric welding, oxy-acetylene welding, oxy-acetylene cutting, natural gas cutting, machine flame cutting, safety and heliarc welding. A list of charts and magazines, films, filmstrips, recommended tools and equipment, and two floor plans are appended. (GR)

VT 009 966
McDaniel, John A.; Miller, Gilbert M.
Supervisory Personnel Development; Techniques of Supervising People. Idaho Vo-Ed No. 29.

Idaho State Board for Vocational Education, Boise
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 158p.

*LEADERS GUIDES; *TRADE AND INDUSTRIAL EDUCATION; LEADERSHIP TRAINING; *SUPERVISORY TRAINING; GROUP DISCUSSION; HUMAN RELATIONS; *SUPERVISORS; *INDUSTRIAL PERSONNEL

Prepared by state and area supervisors of trade and industrial education, this manual is for use by conference leaders in presenting training courses for supervisory personnel. The guide contains 11 two-hour conferences based upon group discussion and basic human relations techniques and designed to aid in preparing efficient and effective supervisors. Each conference provides: (1) introductory material, (2) a conference guide listing necessary instructional aids, content to be covered, and suggestions for the leader, (3) charts to illustrate the material, and (4) handout material and cards. The various materials are color-keyed to simplify use. Conference titles are: (1) Supervisory Conferences, (2) Inducting New Employees, (3) Job Instruction Methods, (4) Giving Orders and Instructions, (5) Attitude Development, (6) Causes, Prevention, and Handling of Grievances, (7) Developing Confidence and Getting Cooperation, (8) Discipline, (9) Promotion, Transfer, and Training for Responsibility, (10) Promoting Occupational Safety, and (11) Human Relations in Industry. A conference Leader's Code and list of instructional materials also are included. (AW)

VT 010 019
Concrete Manual; A Manual for the Control of Concrete Construction.

Department of the Interior, Washington, D.C. Bureau of Reclamation
MF AVAILABLE IN VT-ERIC SET.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (I27.19/2:C74/966, $3.25).
Pub Date - 66 675p.

*TRADE AND INDUSTRIAL EDUCATION; *CEMENT INDUSTRY; *INSTRUCTIONAL MATERIALS; MANUALS; SUPPLEMENTARY TEXTBOOKS

This seventh edition of the Concrete Manual contains for the first time information on prestressed concrete, elastic fractionation, hydraulic jigging, description of water-reducing, set-retarding admixtures, mortar lining and coating to steel pipe, and other up-to-date uses of concrete. The manual is divided into eight chapters: (1) Concrete and Concrete Materials, (2) Investigation and Selection of Concrete Materials, (3) Concrete Mixes, (4) Inspection, Field Laboratory Facilities, and Reports, (5) Concrete Manufacturing, (6) Handling, Placing, Finishing, and Curing, (7) Repair and Maintenance of Concrete, and (8) Special Types of Concrete and Mortar. Various concrete test descriptions, a reference list of inspection items, and a selected bibliography are appended. (GR)

VT 010 029
Ronhovde, I.N.
Sewage Works Operation; Unit I.

Texas A and M Univ., College Station. Water and Sewage Works Training
Texas Education Agency, Austin. Vocational Industrial Education
DOCUMENT NOT AVAILABLE FROM EDRS.
Instructional Materials Production, Engineering Extension Service, Texas A and M University, F.E. Drawer K, College Station, Texas 77843 ($1.50).
Pub Date - nd 64p.

*RESOURCE MATERIALS; MANUALS; *TRADE AND INDUSTRIAL EDUCATION; *SERVICE OCCUPATIONS; TECHNICAL EDUCATION; PUBLIC HEALTH; UTILITIES; *SANITATION; *ENVIRONMENTAL TECHNICIANS
*SEWAGE WORKS OPERATION

Developed by the Water Utilities Training Section of the Texas Engineering Extension Service, this manual is for use in beginning classes in sewage works operation. It is one of a series of training manuals intended to furnish information to the sewage works operator concerning the composition and characteristics of sewage, various processes of sewage treatment, and procedures to be used in sewage works operation. The content includes sections on: (1) Sewage, which provides general information and definitions, (2) Characteristics of Sewage, (3) The Sewage Collection System, (4) Primary Treatment, (5) Two Story Tanks, (6) Sludge Digestion, (7) Secondary Treatment of Sewage, (8) Uses of Chlorine in Sewage Operation, (9) Routine Tests, and (10) Safety. Numerous photographs, line drawings, and diagrams illustrate the manual, and a glossary of sewage terms and definitions is appended. Related documents in the series are available as VT 010 033 and VT 010 034, both in this issue. (AW)

VT 010 131
Building Trades; Suggested Basic Course Outlines.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Education Agency, Austin
DOCUMENT NOT AVAILABLE FROM EDRS.
Instructional Materials Production, Engineering Extension Service, Texas A and M University, F.E. Drawer K, College Station, Texas 77843 ($1.00).
Pub Date - 63 50p.

*TRADE AND INDUSTRIAL EDUCATION; *BUILDING TRADES; BRICKLAYING; CABINETMAKING; PAINTING; PLUMBING; *CURRICULUM GUIDES; TEACHING GUIDES; INSTRUCTIONAL MATERIALS; CARPENTERS; *SKILLED OCCUPATIONS; BIBLIOGRAPHIES

This course guide was developed by a special workshop committee for teacher use in course and lesson planning. The course content, designed for a 2-year period, includes: (1) planning instructional projects, (2) blueprint reading, (3) carpentry, (4) painting and decorating, (5) plumbing, (6) bricklaying, (7) electrical wiring, and (8) cabinets and mill work. Teaching suggestions and information sources are provided for each topic. A bibliography, film list, tool and equipment list, and a suggested shop layout are appended. (GR)

VT 010 032
Fire Protection Administration; Suggested Basic Course Outline.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Education Agency, Austin. Industrial Education Service
DOCUMENT NOT AVAILABLE FROM EDRS.
Instructional Materials Production, Engineering Extension Service, Texas A and M University, F.E. Drawer K, College Station, Texas 87843 (single copies without charge).
Pub Date - nd 39p.

*CURRICULUM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *FIRE FIGHTERS; *FIRE SCIENCE EDUCATION; *FIRE PROTECTION; SECONDARY GRADES

This curriculum guide is for teacher use in planning and presenting a 1-semester high school course in fire protection administration and services. The course is intended to prepare students for entry either into fire protection services where they will receive continued on-the-job training, or into fire prevention technology programs on the post-secondary level or at firemen training academies. Following brief introductory material, a topical outline of the course, including information and skills to be taught, teaching techniques, and information sources, covers: (1) Organization of Fire Department, (2) Apparatus and Equipment, (3) Communications and Fire Alarm Systems, (4) Distribution of Equipment and Personnel, (5) Water Supply for Fire Service, (6) Chemistry of Fire, (7) Techniques of Fire Fighting, (8) Municipal and State Fire Protection Agencies, (9) Legal Aspects of Fire Prevention, (10) Fire Investigation and Incendiarism, (11) Fire Defense and Insurance Rates, (12) Records, Reports and Evaluation, and (13) Personnel Management. Suggested teaching methods are also given, with the description, advantages, disadvantages, and recommended time for use provided for each method. A bibliography is included. (AW)

VT 010 033
The Sewage System Construction and Operation; Unit III.

Texas A and M Univ., College Station. Water and Sewage Works Training
Texas Education Agency, Austin. Vocational Industrial Education
DOCUMENT NOT AVAILABLE FROM EDRS.
Instructional Materials Production, Engineering Extension Service, Texas A and M University, F.E. Drawer K, College Station, Texas 77843 ($1.50).
Pub Date - nd 71p.

*RESOURCE MATERIALS; MANUALS; *TRADE AND INDUSTRIAL EDUCATION; *ENVIRONMENTAL TECHNICIANS; *SANITATION; *SERVICE OCCUPATIONS; UTILITIES; TECHNICAL EDUCATION; PUBLIC HEALTH
*SEWERAGE SYSTEMS

One of a series of sewage works training manuals developed by the Water Utilities Training Section of the Texas Engineering Extension Service, This manual provides basic information on the operation and maintenance of sewage collecting systems. It is intended for use in courses dealing with that phase of sewage treatment concerned with system construction and operation. Contents include information about: (1) sources and types of sewage, (2) design features of collecting systems, (3) materials, (4) construction methods, (5) operation, (6) maintenance, (7) maps and records, and (8) safety. A table of equivalents, list of terms and abbreviations, sewerage system computations, and useful formulas are appended. The manual is illustrated with numerous photographs, drawings, tables, and diagrams. Other documents in the series are available as VT 010 034 and VT 010 029, both in this issue. (AW)

VT 010 034
Ronhovde, I.N.
Sewage Treatment; Unit II.

Texas A and M Univ., College Station. Water Utilities Training
Texas Education Agency, Austin. Vocational Industrial Education
DOCUMENT NOT AVAILABLE FROM EDRS.
Instructional Materials Production, Engineering Extension Service, Texas A and M University, F.E. Drawer K, College Station, Texas 77843 ($1.50).
Pub Date - nd 94p.

*RESOURCE MATERIALS; MANUALS; *TRADE AND INDUSTRIAL EDUCATION; *ENVIRONMENTAL TECHNICIANS; *SANITATION; *SERVICE OCCUPATIONS; UTILITIES; TECHNICAL EDUCATION; PUBLIC HEALTH
*SEWAGE TREATMENT

This manual is the second in a series of sewage works training manuals developed by the Water Utilities Training Section of the Texas Engineering Extension Service. For use in courses in sewage treatment, it is intended to extend the basic information in the Unit I sewage works operation manual (VT 010 029, also in this issue) and also to furnish additional information of a more advanced and technical nature for the sewage works operator. Contents include: (1) Composition and Characteristics of Sewage, (2) Primary Treatment, (3) Sludge Treatment and Disposal, (4) Types of Digestion, (5) Secondary Treatment Processes, (6) Activated Sludge Process, (7) Contact Aeration, (8) Biological Stabilization Ponds, (9) Determination of Operating Procedures and Results, (10) Use of Chlorine in Sewage Treatment, (11) Records and Safety, and (12) Measurement of Sewage Flow. Definitions of terms related to sewage treatment and sewage treatment plant arithmetic and formulas are appended. The third manual in the series is available as VT 010 033, also in this issue. (AW)

VT 010 037
Vocational and Industrial Education; A Teachers Guide for Introduction to Vocational Industrial Education for High School Students Enrolled in Vocational Industrial Education Classes.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Univ., Austin. Div. of Extension
Texas Education Agency, Austin. Industrial Education Div.
DOCUMENT NOT AVAILABLE FROM EDRS.
Instructional Materials Production, Engineering Extension Service, Texas A and M University, F.E. Drawer K, College Station, Texas 77843 ($2.00).
Pub Date - nd 203p.

*ORIENTATION; *TEACHING GUIDES; OBJECTIVES; SECONDARY GRADES; *WORK ATTITUDES; SCHOOL COMMUNITY RELATIONSHIP; *TRADE AND INDUSTRIAL EDUCATION; BIBLIOGRAPHIES

This teacher's guide presents basic information essential for high school students to understand the nature of industrial training. Included are: (1) objectives, (2) directions on how to use the guide, (3) eight lessons on occupational training--past and present, (4) eight lessons in education and work, (5) seven lessons in developing occupational competence through vocational-industrial education, and (6) two lessons on community-school relations. Each lesson plan outlines the aim, teaching aids and materials, references, student preparation, steps in teaching, and evaluation. A teacher information sheet for student organizations and a bibliography are appended. (GR)

VT 010 038
Fire Department Pump and Accessories; Principles of Operation.

Texas A and M Univ., College Station. Fireman's Training School
Texas State Firemen's and Fire Marshal's Association
DOCUMENT NOT AVAILABLE FROM EDRS.

Instructional Materials Production, Engineering Extension Service, Texas A and M University, F.E. Drawer K,
College Station, Texas 77843 ($1.00).
Pub Date - Jun63 44p.

*MANUALS; *FIRE SCIENCE EDUCATION; *FIRE FIGHTERS; *TRADE AND INDUSTRIAL EDUCATION; ADULT VOCATIONAL EDUCATION

This handbook was prepared for use in fire department pump theory classes at the Fireman's Training School, Engineering Extension Service, Texas A and M University, by members of the instructional staff. Its purpose is to provide information useful in familiarizing pump operators with their equipment and its efficient use. Contents cover: (1) Pump Theory, (2) Fire Department Pumps, including piston pumps, rotary pumps, air chambers, and centrifugal pumps, (3) Pump Accessories, such as regulating and priming devices, pressure regulators, tachometers, gauges, and cooling systems, (4) Test Record Sheets, and (5) Three Hour Acceptance Tests for Fire Apparatus Delivered in Texas. The handbook is illustrated with numerous drawings and diagrams. (AW)

VT 010 055
Radio and Television Servicing; Suggested Basic Course Outline.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Education Agency, Austin
DOCUMENT NOT AVAILABLE FROM EDRS.
Instructional Materials Production, Engineering Extension Service, Texas A and M University, College Station, Texas 77843 ($1.25).
Pub Date - 64 80p.

*TRADE AND INDUSTRIAL EDUCATION; *CURRICULUM GUIDES; TEACHING GUIDES; INSTRUCTIONAL MATERIALS; BIBLIOGRAPHIES; TELEVISION REPAIRMEN; *SKILLED OCCUPATIONS; *SERVICE OCCUPATIONS

This course guide was developed by a special workshop committee for teacher use in course and lesson planning. The 2-year course outline includes: (1) objectives, (2) developing a course of study, (3) items for inclusion in all vocational-industrial courses, (4) a first-year outline including introduction to electronics, hand and power tools, printed circuit techniques, basic electronics, magnetism, alternating current, vacuum tubes, sound reproduction, reception of radio waves, and transistors, and (5) the second year including radio servicing, television servicing, shop practices, customer relations, diagnosis, frequency modulation, introduction, test equipment, trouble shooting, alignment, antennae, and color television. Suggestions and a source list for teaching each topic are provided. A bibliography, visual aids, tool and equipment list, and a floor plan are appended. (GR)

VT 010 088
Tomlinson, Ralph R.
Electrical Trades; Suggested Basic Course Outline.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Education Agency, Austin
DOCUMENT NOT AVAILABLE FROM EDRS.
Instructional Materials Production, Engineering Extension Service, Texas A and M University, F.E. Drawer K, College Station, Texas 77843 ($1.75).
Pub Date - Jul64 113p.

*ELECTRICAL OCCUPATIONS; *TRADE AND INDUSTRIAL EDUCATION; *ELECTRICITY; *ELECTRICIANS

This course guide was designed to provide industrial and educational personnel with information concerning trade preparatory instruction and to assist the beginning trade preparatory teacher in course and lesson planning. It was developed by a special workshop committee to cover the basic skills and technical information to be taught. The course content, designed for a 2-year period, includes: (1) objectives, (2) how to develop a course of study, (3) a list of items that should be included in all vocational courses, (4) a first-year outline including Introduction, Basic Fundamentals, and Basic Electricity, and (5) the second-year, including Electric Motor Repair, Appliance Repair Resistance-Heating Appliances, Motor-Drive Appliances, Refrigeration and Air Conditioning House Wiring, Introduction to Electronics, Basic Electronics, and Television Repair. A bibliography, list of visual aids, a tool and equipment list, an electrical workers' reference sheet, a shop layout, and a floor plan are appended. (GR)

VT 010 089
Cowling, Dewey, Jr.
Automobile Mechanics; Suggested Basic Course Outline.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Education Agency, Austin
DOCUMENT NOT AVAILABLE FROM EDRS.
Instructional Materials Production, Engineering Extension Service, Texas A and M University, F.E. Drawer K, College Station, Texas 77843 ($1.35).
Pub Date - Jul64 97p.

*AUTO MECHANICS; TEACHING GUIDES; *CURRICULUM GUIDES; *AUTO MECHANICS (OCCUPATION); *TRADE AND INDUSTRIAL EDUCATION

This course guide was developed by a special workshop committee for teacher use in course and lesson planning for high school automobile mechanics. The course content, designed for a 2-year period, includes: (1) course objectives, (2) developing a detailed course of study, (3) items that should be included in all vocational-industrial courses, (4) first-year outline, containing Unit I-Introduction, Unit II-Motor Vehicle, Unit III-Automobile Engine, Unit IV-Bearings and Lubrications, Unit V-Fuel System, Unit VI-Cooling System, Unit VII-Electrical System Magnetism and Electricity, Unit VIII-Ignition, Lighting, and Instruments, and Unit IX-The Automobile Chasis, and (5) second-year outline, containing Unit I-Automobile Engines, Unit II-Fuel System, Unit III-Cooling System, Unit IV-Electrical System Service, Unit V-Automotive Chasis, and Unit VI-Tune Up Service. A bibliography, films and filmstrips, tool and equipment list, two floor plans, and a suggested method for handling hand tools and equipment are appended. (GR)

VT 010 091
Printing Trades; Suggested Basic Course Outline.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Education Agency, Austin
DOCUMENT NOT AVAILABLE FROM EDRS.
Instructional Materials Production, Engineering Extension Service, Texas A and M University, F.E. Drawer K, College Station, Texas 77843 ($1.25).
Pub Date - Jul64 73p.

*CURRICULUM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; TEACHING GUIDES; *GRAPHIC ARTS; *SKILLED OCCUPATIONS; *PRINTING; PHOTOCOMPOSITION; PUBLISHING INDUSTRY

This course guide was developed by a special workshop committee for teacher use in course and lesson planning. The 2-year course outline includes: (1) objectives, (2) developing a course of study, (3) items for inclusion in all vocational-industrial courses, (4) a first-year outline consisting of orientation, hand composition, imposition and lockup, press room, platen press operation, bindery, hand operations, and machine operations, (5) second-year outline--Part I includes general letterpress printing, composing room, machine composition, stereotyping, press room, special operations, automatic platen presses, and automatic cylinder presses, and (6) second year-Part II, Offset Printing-Advanced. A bibliography, films, charts and posters, tools and equipment list, and floor plan are appended. (GR)

VT 010 139
Laboratory Manual (For Concrete Instruction Course); Instructor's Guide, Pilot Program Edition.

Portland Cement Association, Cleveland, Ohio
National Ready Mixed Concrete Association
American Concrete Inst.
Office of Education (DHEW), Washington, D.C. Bureau of Research
DOCUMENT NOT AVAILABLE FROM EDRS. OEG-0-8-080042-3667(085) 08
BR-8-0042
Portland Cement Association, 601 Rockwell Avenue, Cleveland, Ohio 44114
Pub Date - 69 641p.

*CEMENT INDUSTRY; *TECHNICAL EDUCATION; *TRADE AND INDUSTRIAL EDUCATION; INSTRUCTIONAL MATERIALS; INSTRUCTIONAL PROGRAMS; *PILOT PROJECTS; EDUCATIONAL PROGRAMS; POST SECONDARY EDUCATION; *TEACHING GUIDES
PORTLAND CEMENT ASSOCIATION

This laboratory manual, prepared for a 2-year program in junior colleges and technical institutes, is designed to accompany the instructional materials to train persons for employment as technicians in the cement and concrete industries. Included are 16 laboratory assignments for each of the following: (1) Principles of Concrete, (2) Concrete in the Field-I, (3) Concrete in the Field-II, and Special Concretes and Field Problems. ASTM Standards related to the use of cement and concrete, and laboratory equipment lists are appended. This manual and related materials are currently being field tested prior to revision and should be available in revised form by late 1972. Related documents are available as VT 010 140, VT 010 141 and VT 010 150-VT 010 152, all in this issue. (GR)

VT 010 140
Concrete in the Field-I; Instructor's Guide; Pilot Program Edition.

Portland Cement Association, Cleveland, Ohio
National Ready Mixed Cement Association
American Concrete Inst.
Office of Education (DHEW), Washington, D.C. Bureau of Research
DOCUMENT NOT AVAILABLE FROM EDRS. OEG-8-8-080042-3667(085) 08
BR-8-0042
Portland Cement Association, 601 Rockwell Avenue, Cleveland, Ohio 44114
Pub Date - 69 597p.

*TEACHING GUIDES; *CEMENT INDUSTRY; *TRADE AND INDUSTRIAL EDUCATION; POST SECONDARY EDUCATION; INSTRUCTIONAL MATERIALS; *PILOT PROJECTS; EDUCATIONAL PROGRAMS; *TECHNICAL EDUCATION
PORTLAND CEMENT ASSOCIATION

This guide, prepared for a 2-year course in junior colleges and technical institutes, is designed to be a national program to train persons for employment as technicians in the cement and conrete industries. Included are 48 session outlines divided into five units of study. Each unit contains objectives, outlines, related information, and illustrations. Unit 5 includes Introduction, and Handling of Concrete-Transporting and Concrete-Placing. Unit 6 includes Tools and Equipment for Finishing Concrete, Finishing of Concrete, and Review and Mid-Term Exam (not supplied). Unit 7 includes Jointing of Concrete and Volume Changes and Crack Control. Unit 8 includes Soil-Cement. Unit 9 includes Fire Resistance of Concrete and Review and Final Exam (not supplied). Each session includes general objectives, performance objectives, introduction, overview of session, session outline, related activities, tools and materials, presentation outline, teaching techniques, aids and devices, related information, and discussion questions. A glossary is appended. This guide and related documents (VT 010 139, VT 010 141, and VT 010 150-VT 010 152, all in this issue) are currently being field tested prior to revision and should be available in revised form by late 1972.(GR)

VT 010 141 ED 035 749
Concrete in the Field-II; Instructor's Guide; Pilot Program Edition.

Portland Cement Association, Cleveland, Ohio
National Ready Mixed Concrete Association
American Concrete Inst.
Office of Education (DHEW), Washington, D.C. Bureau of Research
DOCUMENT NOT AVAILABLE FROM EDRS. OEG-0-8-080042-3667(085) 08
BR-8-0042
Portland Cement Association, 601 Rockwell Avenue, Cleveland, Ohio 44114.
Pub Date - 69 681p.

*TECHNICAL EDUCATION; *CEMENT INDUSTRY; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; INSTRUCTIONAL MATERIALS; POST SECONDARY EDUCATION; *PILOT PROJECTS; EDUCATIONAL PROGRAMS
PORTLAND CEMENT ASSOCIATION

This guide, prepared for a 2-year course in junior colleges and technical institutes, is designed to be a national program to train persons for employment as technicians in the cement and concrete industries. Included are 48 session outlines divided into six units of study. Each unit contains objectives, outline, related information, and illustrations. Unit 10 includes Introduction and Curing of Concrete. Unit 11 includes Hot- and Cold-Weather Concreting. Unit 12 includes Forms for Concrete and Review and Mid-Term Exam (not supplied). Unit 13 covers Requirements for Reinforced Concrete. Unit 14 includes Prestressed and Precast Concrete. Unit 15 includes Estimating and Review and Final Exam (not supplied). Each session includes the general objectives, performance objectives, introduction, overview of session, session outline, related activities, tools and materials, presentation outline, teaching techniques, aids and devices, related information, and discussion questions. A glossary is appended. This guide and related documents (VT 010 139, VT 010 140, and VT 010 150-VT 010 152, all in this issue) are currently being field tested prior to revision and should be available in revised form by late 1972. (GR)

VT 010 150   ED 035 751
Principles of Concrete, Instructor's Manual; Pilot Program Edition.

Portland Cement Association, Cleveland, Ohio
National Ready Mixed Concrete Association
American Concrete Inst.
Office of Education (DHEW), Washington, D.C. Bureau of Research
DOCUMENT NOT AVAILABLE FROM EDRS.   OEG-0-8-080042(085)   08
BR-8-0042
Portland Cement Association, 601 Rockwell Avenue, Cleveland, Ohio 44114.
Pub Date -   69 630p.

*TEACHING GUIDES; *CEMENT INDUSTRY; *TRADE AND INDUSTRIAL EDUCATION; *TECHNICAL EDUCATION; INSTRUCTIONAL MATERIALS; POST SECONDARY EDUCATION; *PILOT PROJECTS; EDUCATIONAL PROGRAMS
PORTLAND CEMENT ASSOCIATION

This guide, prepared for a 2-year course in junior colleges and technical institutes, is designed to be a national program to train persons for employment as technicians in the cement and concrete industries. Included are 48 session outlines divided into four units of study. Each unit contains objectives, outline, related information, and illustrations. Unit 1 included Introduction, Job Opportunities, History of Cement and Concrete Industries, and Uses of Concrete and Concrete Products. Unit 2 includes Materials for Concrete-Cement, Water, and Aggregates, Air-Entrained Concrete, Review and Mid-Term Exam (not supplied), and Materials for Concrete Concrete-Admixtures. Unit 3 covers Essentials of Concrete. Unit 4 includes Design of Concrete Mixtures, Batching and Mixing Concrete, and Review and Final Exam (not supplied). Each session includes the general objectives, performance objectives, introduction, overview of the session, session outline, related activities, tools and materials, presentation outline, teaching techniques, aids and devices, related information, and discussion questions. This guide and related documents VT 010 139-VT 010 141 and VT 010 151-VT 010 152, all in this issue) are currently being field tested prior to revision and should be available in revised form by late 1972. (GR)

VT 010 151   ED 035 752
Quality Assurance; Instructor's Guide; Pilot Program Edition.

Portland Cement Association, Cleveland, Ohio
National Ready Mixed Concrete Association
American Concrete Inst.
Office of Education (DHEW), Washington, D.C. Bureau of Research
DOCUMENT NOT AVAILABLE FROM EDRS.   OEG-0-8-080042-3667(085)   08
BR-8-0042
Portland Cement Association, 601 Rockwell Avenue, Cleveland, Ohio 44114.
Pub Date -   69 260p.

*TEACHING GUIDES; *CEMENT INDUSTRY; *TRADE AND INDUSTRIAL EDUCATION; INSTRUCTIONAL MATERIALS; *PILOT PROJECTS; EDUCATIONAL PROGRAMS; POST SECONDARY EDUCATION; *TECHNICAL EDUCATION
PORTLAND CEMENT ASSOCIATION

This guide, prepared for a 2-year program in junior colleges and technical institutes, is designed to train persons for employment as technicians in the cement and concrete industries. Included are 32 session outlines divided into seven units of study. Each unit contains objectives, a subject outline, related information, and illustrations. Unit 20 contains Introduction and Scope of Quality Assurance. Unit 21 contains Standards, Specifications and Text Methods. Unit 22 contains Collection and Preparation of Data, and Statistical Analysis of Data. Unit 23 contains Inspection and Testing of Materials and Review and Mid-Term Exam (not supplied). Unit 24 contains Job-Site and Before Concreting Inspection. Unit 25 contains Inspection During Concreting-Plastic Concrete. Unit 26 contains Inspection After Concreting-Hardened Concrete, and Review and Final Exam (not supplied). A glossary is appended. This guide and related materials (VT 010 139-VT 010 141, VT 010 150 and VT 010 152, all in this issue) are currently being field tested prior to revision and should be available in revised form by late 1972. (GR)

VT 010 152   ED 035 753
Special Concretes and Field Problems; Instructor's Guide; Pilot Program Edition.

Portland Cement Association, Cleveland, Ohio
National Ready Mixed Concrete Association
American Concrete Inst.
Office of Education (DHEW), Washington, D.C. Bureau of Research
DOCUMENT NOT AVAILABLE FROM EDRS.   OEG-0-8-080042-3667(085)   08
BR-8-0042
Portland Cement Association, 601 Rockwell Avenue, Cleveland, Ohio 44114.
Pub Date -   69 650p.

*TEACHING GUIDES; *CEMENT INDUSTRY; *TRADE AND INDUSTRIAL EDUCATION; *PILOT PROJECTS; INSTRUCTIONAL MATERIALS; EDUCATIONAL PROGRAMS; POST SECONDARY EDUCATION; *TECHNICAL EDUCATION
PORTLAND CEMENT ASSOCIATION

This guide, prepared for a 2-year program in junior colleges and technical institutes, is designed for a national program to train persons for employment as technicians in the cement and concrete industries. Included are 48 session outlines divided into four units of study. Each unit contains session objectives and outlines, presentation outlines, related information, and illustrations. Unit 16 contains Introduction, The Lightweight Concrete Spectrum, Insulating Concretes, Structural Lightweight Concrete, Heavyweight Concrete, and Decorative Concrete. Unit 17 contains Non-Plastic Mixes, Concrete Masonry-Manufacture, Concrete Masonry-Construction and Mortars, Review and Midterm Exam (not supplied), Concrete Pipe-Manufacture, and Concrete Pipe-Construction. Unit 18 contains Analyzing Concrete Field Problems. Unit 19 contains Legal Aspects of Concrete Construction, and Review and Final Exam (not supplied). A glossary is appended. This guide and related materials (VT 010 139-VT 010 141 and VT 010 150-VT 010 151, all in this issue) are currently being field tested prior to revision and should be available in revised form by late 1972. (GR)

GENERAL VOCATIONAL AND TECHNICAL EDUCATION SECTION

VT 000 095
Practical Arts Guide, Grades 7 and 8.

Dayton Public Schools, Ohio
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 63 109p.

*INDUSTRIAL ARTS; *HOMEMAKING EDUCATION; JUNIOR HIGH SCHOOLS; *CURRICULUM GUIDES; *PRACTICAL ARTS; SECONDARY GRADES; *PREVOCATIONAL EDUCATION

Teachers in industrial arts and home economics worked together to develop a course of study which would provide creative experiences, unit tools, materials and processes for boys and girls in Grades 7 and 8 and help them develop understandings, attitudes, and appreciations they would need as members of their homes and community. The course is required for all pupils in junior high schools. The guide included experiences in: (1) clothing and related arts, (2) family and social relationships, (3) foods and nutrition, (4) handcrafts, (5) home management, (6) home mechanics, and (7) sketching and planning. All units are taught either by the home economics or industrial arts teacher in a practical arts laboratory which has a floor area of 1,025 square feet. The floor plan which includes equipment for both areas of instruction is shown. General procedure, projects, student goals, basic understandings, and suggested learning experiences are given for each unit. An extensive bibliography and teaching-aids source are included in both the homemaking and industrial arts sections. (MS)

VT 000 569
Beam, H.E.
Introduction to Vocations. A Suggested Course Outline. Second Draft.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul64 158p.

*PREVOCATIONAL EDUCATION; SECONDARY GRADES; *CAREER CHOICE; *CURRICULUM GUIDES; *OCCUPATIONAL INFORMATION; GROUP GUIDANCE; OCCUPATIONAL GUIDANCE
NORTH CAROLINA

The purpose of this is to help early high school level students eventually make vocational choices that are satisfying and productive for both themselves and society. The over-all objectives are to help students: (1) understand the basic processes of production, processing, and distribution in our economy, (2) gain a first-hand knowledge, understanding, and appreciation of the changing employment patterns and opportunities in the world of work, and (3) learn to appraise their own interests, aptitudes, personalities, and skill in relation to a variety of vocational opportunities. The outline is divided into the following units: (1) Relating Our Economic System to Occupations and to Us, (2) Exploring Manual and Mechanical Occupations, (3) Exploring Clerical, Sales, and Service Occupations, (4) Exploring Professional, Technical, and Managerial Occupations, and (5) Evaluating and Planning Ahead. Each unit includes major learning outcomes, content and concepts to be learned, minimum acceptable level of student performance, representative teaching and learning activities, references, and other materials. The course is planned for approximately 36 weeks with an additional period of 6-week follow-up during the summer months. (PS)

VT 001 436
Accelerated Program for Occupational Development.

Franklin High School, Somerset, N.J.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug65 113p.

*VOCATIONAL EDUCATION; INDIVIDUAL NEEDS; *PROGRAM DEVELOPMENT; *GUIDELINES; *ENTRY WORKERS; *TEACHING GUIDES; INTERDISCIPLINARY APPROACH; GENERAL EDUCATION; TEACHING METHODS; COUNSELING; GUIDANCE

Developed by a local interdisciplinary committee with the assistance of consultants from education and industry, this document presents guidelines for the development and implementation of a program which would provide a purposeful education of basic occupational skills on the semi-skilled vocational level for a selected group of students whose developmental needs are not being met and who presently leave school occupationally unprepared. Included are sections on philosophy, purpose, objectives, pupil selection, pupil guidance, and roles of personnel. Sample outlines providing suggestions for content and teaching methods are also included. The materials presented are not the curriculum but merely an organization of ideas to provide a starting point for curriculum and program development. A workable curriculum should then be developed spontaneously as the real needs of a student are discovered, continually diagnosed, and humanly evaluated. (JK)

VT 003 363
Vocational Education, Saginaw Public Schools (Title Supplied).

Saginaw Public Schools, Mich. Adult Education Center
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 15Sep67 73p.

*VOCATIONAL EDUCATION; *PROGRAM DESCRIPTIONS; COOPERATIVE EDUCATION; INDUSTRIAL EDUCATION; HOMEMAKING EDUCATION; ADULT VOCATIONAL EDUCATION
SAGINAW PUBLIC SCHOOLS

Vocational education in the Saginaw Public Schools presents a diversified program designed to reach both in-school youth and out-of-school adults. The learner develops his interests and aptitudes through beginning courses followed by technical education and training required for participation in today's world of work. Exploratory and advanced exploratory programs, including courses in industrial arts and homemaking as well as numerous business education subjects, are offered in the secondary schools, grades 7-12. Cooperative occupational training for high school students provides half-time on-the-job training in business education, distributive education, and trade and industrial education. Curriculums in industrial training including cast metals, tool and die design, electricity and electronics, manufacturing, machine shop, drafting, metal fabricating, and power mechanics are available to high school students. Post-secondary apprenticeship training is operated in cooperation with individual businessmen, industrial firms, and labor groups. Other adult vocational programs are keyed closely to in-school programs so that all persons, whether high school graduates or not, may receive the training and education to secure work or promotion. Special courses are also offered in cooperation with the Manpower Development and Training Program. Descriptions of the curriculums, staff, and enrollments are given. (HC)

VT 006 485 ED 036 608
Slotkin, Herman
Curriculum Materials Developed Under a Contract with the New York State Department of Education, A Report and Appendices A-R.

New York City Board of Education, N.Y.
EDRS PRICE MF-$3.50 HC NOT AVAILABLE FROM EDRS.
Pub Date - 2Jan68 928p.

*VOCATIONAL EDUCATION; TEACHING GUIDES; WORKBOOKS; *INSTRUCTIONAL MATERIALS; REMEDIAL INSTRUCTION; REMEDIAL PROGRAMS; *BASIC SKILLS; *GROUP COUNSELING; ILLITERACY; NON ENGLISH SPEAKING; *DISADVANTAGED YOUTH
NEW YORK CITY

Developed for use in a manpower development and training program, these curriculum materials include: (1) occupationally-related language arts and mathematics courses of study (Appendixes A-J), (2) occupationally-related remedial lesson materials for native born illiterates and non-English speaking trainees (Appendixes K-O), and (3) discussion materials for occupationally-related group counseling (Appendixes P-R). Appendixes contain: (1) commercial occupations basic education, (2) distributive occupations basic education, (3) reading comprehension, literature, correctness of expression, and social studies work books, (4) science, mathematics, correctness of expression, reading comprehension, and literature teaching guides, (5) Pitman alphabet and traditional orthography remedial reading for auto service station attendants, (6) non-English speaking trainee basic education for varied occupations, (7) sample language arts lessons for English as a second language, (8) reading units in commercial occupations, and (9) planning models for group counseling. Pretesting to determine areas of student weakness and flexible instructional time based upon student comprehension is recommended with this series. (Not available in hard copy due to marginal legibility of original document). (DM)

VT 007 661
Countdown to the 70's; Occupational Information for Upper Elementary and Middle Grades. Lesson Guide, First Quarter.

WETV Channel 30, Atlanta, Ga.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - nd 43p.

*OCCUPATIONAL GUIDANCE; *INSTRUCTIONAL MATERIALS; *TELEVISED INSTRUCTION; *OCCUPATIONAL INFORMATION; ELEMENTARY GRADES; JUNIOR HIGH SCHOOLS; VOCATIONAL COUNSELING; OCCUPATIONS; MASS MEDIA; *EDUCATIONAL TELEVISION; PUBLIC TELEVISION
GEORGIA

Supplementary material for sixth grade pupils and above is provided for teacher use with occupational information presented in a 12-program televised series. The purposes of the series are: (1) to provide accurate occupational information, (2) to demonstrate the role of work in the lives of people, (3) to help pupils develop respect for all levels of work, (4) to motivate pupils to stay in school and make realistic educational choices, and (5) to emphasize the significance of attitudes and good work habits for career development. Programs are prepared for occupations in hospitals, public health, dental health,,schools, aircraft manufacturing, banking, retail sales, catalog sales, and telephone companies; and as apprentices in plumbing, pipefitting, and carpentry. A short bibliography and glossary are provided for each occupational area. (CH)

VT 008 789
Job Opportunities in South Carolina. Information for Counselors and Information for Students Entering the Labor Market for the First Time.

Clemson Univ., S.C. Vocational Education Media Center
South Carolina State Dept. of Education, Columbia. Vocational Guidance Section
MF AVAILABLE IN VT-ERIC SET.
Vocational Guidance Section, State Department of Education, Columbia, South Carolina 29201 (limit: one per state supervisor of vocational guidance).
Pub Date - 69 117p.

*OCCUPATIONAL GUIDANCE; *OCCUPATIONAL INFORMATION; *HIGH SCHOOL STUDENTS; *VOCATIONAL COUNSELING; RESOURCE GUIDES; *EMPLOYMENT OPPORTUNITIES; LABOR MARKET; ENTRY WORKERS; DIRECTORIES
SOUTH CAROLINA

Designed as a tool to be used by high school counselors in assisting students to select appropriate vocational courses and to get suitable jobs on entering the labor market for the first time, this guide encouraged the use of existing standard publications of other governmental agencies. In the form of a loose leaf binder, it can accommodate regularly published reports and thus keep the information up to date. Publications described which may be inserted by the counselor include: (1) Job Guide for Entry Occupations in South Carolina, (2) South Carolina's Manpower in Industry, (3) Metropolitan Reports, (4) Manpower Now and Tomorrow in South Carolina, (5) The South Carolina Labor Market, and (6) County Establishments Other Than Manufacturing. An extensive list of major manufacturing firms taken from the South Carolina Industrial Directory which is provided to counselors on an annual basis is included. The listing is organized by county and provides addresses of the firms, names of company officials, products of the firm, and number of employees. (JK)

VT 009 170
Hodges, Lewis H.
How to Teach a Performance-Demonstration Lesson. Part I.

American Technical Society, Chicago, Ill.
MF AVAILABLE IN VT-ERIC SET.
American Technical Society, 848 East 58th Street, Chicago, Illinois 60637 ($1.10).
Pub Date - 69 64p.

*PROGRAMED TEXTS; *PROGRAMED MATERIALS; *TEACHER EDUCATION; *DEMONSTRATIONS (EDUCATIONAL); *VOCATIONAL EDUCATION; TECHNICAL EDUCATION

This programed text on teaching techniques and methods is for use by potential, student, and practicing teachers, especially those engaged in the fields of industrial, technical, and vocational education, in an intensive workshop or as supplementary material. The first of two parts, the text includes 28 frames in the programed format illustrating proper procedures in conducting formal and informal demonstrations. The content is organized around the four major steps of a demonstration: preparation, presentation, application, and testing. The major portion, the first 17 frames, deals with preparation, both of instructor and trainee, while frames 18 through 21 cover presentation, frames 22 through 24 cover application, and frames 25 through 28 relate to testing. The text is illustrated with numerous line drawings. Two to 10 hours should be allotted for covering the material. The second part, "Related Historical and Developmental Information Concerning the Performance-Demonstration Lesson, Part II," is available as VT 009 494, also in this issue. (AW)

VT 009 490 ED 033 231
Traylor, W.L.
Pilot's Guide to an Airline Career, Including Sample Pre-Employment Tests.

DOCUMENT NOT AVAILABLE FROM EDRS.
Aviation Book Company, 565 1/2 West Glenoaks Boulevard, Glendale, California 91202 ($5.95).
Pub Date - Aug69 93p.

FLIGHT TRAINING; *OCCUPATIONAL INFORMATION; *OCCUPATIONAL GUIDANCE; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT QUALIFICATIONS; *SUPPLEMENTARY TEXTBOOKS; *AIRCRAFT PILOTS, *CAREER OPPORTUNITIES; PERSONALITY TESTS; INTELLIGENCE TESTS; ACHIEVEMENT TESTS; TECHNICAL EDUCATION

Occupational information for persons considering a career as an airline pilot includes a detailed description of the pilot's duties and material concerning preparation for occupational entry and determining the relative merits of available jobs. The book consists of four parts: Part I, The Job, provides an overview of a pilot's duties in his daily routine from the moment he is hired until he takes command of an airliner as captain. Part II, How to Qualify, discusses general employment qualifications: educational background, training, certification, medical requirements, Part III, How and When to Apply, describes the hiring process of most airlines: interviews, written tests, etc. Part IV, Now That You Have The Job, discusses the sequence of training in the airline school. Sample personality, intelligence, and aeronautical knowledge tests are appended. Also appended is a comprehensive list of all certified U.S. air carriers, their addresses, pilot hiring requirements, and crew bases. (CH)

VT 009 494
Hodges, Lewis H.
Related Historical and Developmental Information Concerning the Performance-Demonstration Lesson, Part II.

American Technical Society, Chicago, Ill.
MF AVAILABLE IN VT-ERIC SET.
American Technical Society, 848 East 58th Street, Chicago, Illinois 60637 ($1.35).
Pub Date - 69 89p.

*PROGRAMED TEXTS; PROGRAMED MATERIALS; *DEMONSTRATIONS (EDUCATIONAL); *TEACHER EDUCATION; *EDUCATIONAL HISTORY; EDUCATIONAL PHILOSOPHY; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION

This programed text on teaching techniques and methods is for use by potential, student, and practicing teachers, especially those engaged in the fields of industrial, technical and vocational education, in an intensive workshop or as supplementary material. The second of two parts, the text provides 76 frames in the programed format covering the historical and philosophical development of the four-step method performance demonstration. The first 16 frames of the text deal with the history, covering several early educators, their philosophies and principles. The remaining frames relate to the four major steps of a demonstration: (1) preparation, (2) presentation, (3) application, and (4) testing. Numerous line drawings illustrate the text. The recommended time allotment for covering the material is 1 to 3 hours. The first part of the manual, "How to Teach a Performance-Demonstration Lesson, Part I," is available as VT 009 170, also in this issue. (AW)

VT 009 603 ED 034 038
Recreation Program Leadership; A Suggested Two-Year Post High School Curriculum.

Office of Education (DHEW), Washington, D.C. Div. of Manpower Development and Training
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
OE-87042
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.287:87042, $1.00).
Pub Date - 69 94p.

*CURRICULUM GUIDES; *PROGRAM GUIDES; *PROGRAM PLANNING; CURRICULUM PLANNING; PROGRAM DEVELOPMENT; *RECREATION; *TECHNICAL EDUCATION; RECREATIONAL ACTIVITIES; RECREATIONAL PROGRAMS; POST SECONDARY EDUCATION

This curriculum guide will aid administrators, supervisors, and teachers in post-high school institutions in planning and implementing programs designed to train recreation program leaders. Contents of the suggested 2-year curriculum cover: (1) background of the program, (2) general considerations such as selection of students, faculty, advisory committee, and instructional materials needed, (3) general curriculum information, (4) a section of course outlines, including hours required, course descriptions, major divisions, and suggested references, (5) equipment, facilities, and costs, and (6) lists of references, films, and filmstrips. Course outlines are given for: (1) Introduction to Recreation Services, (2) Group Leadership, (3) Program Planning and Organization, (4) Social Recreation, (5) Outdoor Recreation, (6) Arts and Crafts, (7) Individual Lifetime Sports, (8) Team Sports, (9) Water-Related Sports, (10) Drama, (11) Music, (12) Folk, Square, and Social Dancing, and (13) Field Work I, II, and III. Appendixes include listings of related agencies, a sample job description, periodicals and professional journals, sample contracts and reports, and rating forms. The guide is illustrated with charts, graphs, and diagrams. (AW)

VT 009 679
The Wonderful World of Work. Pre-Vocational Film Strips, Records and Manuals.

EDU-CRAFT, Inc., Detroit, Mich.
DOCUMENT NOT AVAILABLE FROM EDRS.
EDU-CRAFT, Inc., 6475 Dubois Street, Detroit, Michigan 48211.
Pub Date - 67 86p.

*PREVOCATIONAL EDUCATION; *OCCUPATIONAL INFORMATION; *FILM STRIPS; *PHONOGRAPH RECORDS; *TEACHING GUIDES; ELEMENTARY GRADES; SECONDARY GRADES; INSTRUCTIONAL AIDS; WORK ATTITUDES; SOCIAL STUDIES; RESOURCE UNITS

Developed by groups of counselors in the Detroit public schools in workshops at the University of Toledo and the University of Michigan and field tested in over 200 districts in actual classroom situations, these film strips and phonograph records are for use in elementary and early secondary grades to orient students to the world of work. The accompanying teaching guides provide suggestions in conducting sessions oriented around occupational clusters. The average unit requires 11 minutes of classroom time and is segmented and banded for ease in conducting discussions. "A Mountain Worth Climbing," a film strip provides a preview orientation to the Wonderful World of Work program for Grades K-6. There are three major series: (1) Kindergarten through third grade, containing 11 film strips; three introductory film strips are "Wally, the Worker Watcher," "The Newspaper Boy," and "The Junior Homemaker." (2) Grade 4 through Grade 6, for which 11 film strips are available, including "Just What Do Mothers Do," "What Do Fathers Do," and "It's In Your Hands," and (3) Grades 7 through 9, containing 26 film strips. (DM)

VT 009 873
Sullivan, Peggy, Ed.
A Bibliography of Library Materials for Vocational-Technical Programs in Community Colleges.

Oregon Univ., Eugene. School of Librarianship
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.40
Pub Date - Jan69 66p.; Materials developed at Higher Education Act Institute (Corvallis, Oregon, June 16-20, 1969).

*BIBLIOGRAPHIES; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *COMMUNITY COLLEGES; *JUNIOR COLLEGE LIBRARIES HIGHER EDUCATION ACT INSTITUTE ON LIBRARY MATERIALS FOR VOCATIONAL-TECHNICAL PROGRAMS IN COMMUNITY COLLEGES, CORVALLIS, OREGON, JUNE 16-20, 1969

Compiled at a 1-week institute held at Oregon State University in June 1969, this bibliography has four major sections: (1) an alphabetized listing of sources of materials including the names and addresses of the organizations and the major subject areas of concern, (2) an alphabetized listing of materials arranged by title and including source of publisher, author, format, date, price, and subject, (3) a listing of addresses of publishers and other sources of materials on the alphabetized listing above, and (4) an alphabetized listing of sources of nonprint materials. Subject categories include: (1) aeronautics, (2) agriculture, (3) apprenticeship, (4) automation, (5) automotive, (6) carpentry, (7) civil engineering, (8) construction, (9) drafting, (10) electronics, (11) food services, (12) forestry, (13) health occupations, (14) horticulture, (15) law enforcement, (16) machine shop, (17) marine technology, (18) marketing, (19) middle management, (20) new programs, (21) office practice, (22) radio/television, and (23) welding. (JK)

VT 010 138 ED 035 746
Larson, Milton E.
Review and Synthesis of Research: Analysis for Curriculum Development in Vocational Education. Research Series No. 46.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
EDRS PRICE MF-$0.50 HC-$4.20
The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210.
Pub Date - Oct69 82p.

*LITERATURE REVIEWS; *JOB ANALYSIS; *VOCATIONAL EDUCATION; *CURRICULUM DEVELOPMENT; RESEARCH REVIEWS (PUBLICATIONS); TASK ANALYSIS; SYSTEMS ANALYSIS; SYSTEMS APPROACH; OCCUPATIONAL CLUSTERS; COMPUTERS; BIBLIOGRAPHIES

This "state of the art" paper is intended to provide researchers, curriculum development specialists, and practitioners with an authoritative analysis of the literature in the field. Major sections include: (1) Background and Structure, (2) Resource Materials, (3) Sources of Content Information for Analysis, (4) Types and Techniques of Analysis, (5) Translating Content into Courses of Study, (6) Building Curriculum from Analysis, (7) Systems Approach to Building Vocational Curriculum, and (8) Trends and New Directions. It was concluded that more serious considerations must be given to: (1) increasing the use of analysis as a foundation for vocational curriculums, (2) codifying and defining terms used, (3) developing common understandings of effective processes of analysis, and (4) accepting procedures found to be functional by other vocational services. A suggested approach to providing validated vocational curriculums would be the establishment of a center(s) for the unique purpose of curriculum building. Such a center would need: (1) a competent staff with command of the total process of analysis and curriculum building, (2) hardware, including computers,and software, and (3) effective dissemination methods. (JK)

VT 010 357
Stewart, Wilbur F.
Helps in Mastering Parliamentary Procedure. Agdex .50/17.

MF AVAILABLE IN VT-ERIC SET.
The Co-Op Printshop, New Concord, Ohio 43762 ($.20).
Pub Date - 69 31p.

*VOCATIONAL EDUCATION; *STUDENT ORGANIZATIONS; *LEADERSHIP TRAINING; *STUDY GUIDES; *PARLIAMENTARY LAW; SECONDARY GRADES

This study guide was developed by faculty members in agricultural education at The Ohio State University for use by teachers and students in vocational education in high schools. Approximately 5 hours of instruction are necessary to develop parliamentary abilities in high school youth groups. In addition to a brief summary of Robert's Rules of Order the following abilities are developed: 91) To Receive and Dispose of a Motion of Business, (2) To Receive and Dispose of a Motion and Its Amendments, (3) To Direct an Appeal from the Decision of the Chair, (4) To Rise to a Point of Order, (5) To Receive a Motion of Business with or without an Amendment and Receive a Motion to Lay It on the Table, (6) To Consider an Item of Business and to Receive a Motion to Refer It to a Committee, (7) to Receive a Motion to Reconsider, (8) To Receive a Motion to Take the Original Motion from the Table, (9) To Receive a Motion to Suspend the Rules, (10) To Receive a Motion of Business and Receive a Motion to Adjourn, (11) To Leave the Chairman's Station and Later to Return, and (12) To Receive and Dispose of a Motion, Its Amendments,and an Amendment to the Amendment. (DM)

VT 010 427 ED 036 652
Abstracts of Instructional Materials in Vocational and Technical Education and Abstracts of Research and Related Materials in Vocational and Technical Education; Annual Index. 1968-69.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$5.80
Pub Date - 69 114p.

*INSTRUCTIONAL MATERIALS; *INDEXES (LOCATERS); *VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH; TECHNICAL EDUCATION; CLEARINGHOUSES; RESOURCE MATERIALS; *BIBLIOGRAPHIES

Cumulative indexes to the four issues of "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM), and the four issues of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM) published quarterly, September 1968-Summer 1969, are provided in this annual publication. Researchers, supervisors, teacher educators, education specialists, administrators, and teachers may use this document as a tool in searching by author or by subject for materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. Sections include: (1) Subject Index, (2) Personal and Institutional Authors Index, (3) Vocational and Supporting Services Index, (4) VT Number, Issue, and Page Number Index, and (5) Conversion of Document Number Index. (DM)

VT 010 829 ED (See Jul. '70 RIE)
Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Winter 1969.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$8.50
ERIC Clearinghouse for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (Quarterly--Fall, Winter, Spring, Summer, $9.00 per year).
Pub Date - 70 168p.

*ANNOTATED BIBLIOGRAPHIES; *INSTRUCTIONAL MATERIALS; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; BUSINESS EDUCATION; AGRICULTURAL EDUCATION; DISTRIBUTIVE EDUCATION; HEALTH OCCUPATIONS EDUCATION; HOME ECONOMICS EDUCATION; INDUSTRIAL ARTS; TRADE AND INDUSTRIAL EDUCATION; INDEXES (LOCATERS); CLEARINGHOUSES

This quarterly publication announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It should be of particular interest to teachers, curriculum specialists, supervisors, and administrators involved in curriculum development or the use of instructional materials in the teaching-learning setting. Each abstract, a condensation of the report in about 200 words, usually includes the means used to develop the material, the setting for use of the material, and source of available copies. Abstracts are included under the following sections: Agricultural, Business and Office, Distributive, Health Occupations, Home Economics, Industrial Arts, Technical, Trade and Industrial, and General Vocational and Technical Education. An author index, document number index, and subject indexes are provided. Most of the documents which have not been announced in "Research in Education," are available as a separate microfiche set from the ERIC Documents Reproduction Service (VT 010 834). Others are available from the source identified in the abstract. (CD)

VT 010 834 ED (See Jul. '70 RIE)
Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Winter 1969.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$58.75 HC NOT AVAILABLE FROM EDRS.
Pub Date - 70 16,384p.

*INSTRUCTIONAL MATERIALS; *VOCATIONAL EDUCATION; **TECHNICAL EDUCATION; BUSINESS EDUCATION; AGRICULTURAL EDUCATION; DISTRIBUTIVE EDUCATION; HEALTH OCCUPATIONS EDUCATION; HOME ECONOMICS EDUCATION; INDUSTRIAL ARTS; TRADE AND INDUSTRIAL EDUCATION; INDEXES (LOCATERS); CLEARINGHOUSES

Documents announced with VT numbers only in the Winter 1969 issue (VT 010 829) of "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM) are included in this microfiche set. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the author and subject index from AIM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

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Bones, Joints, and Muscles of the Human Body; A Programmed Text for Physical Therapy Aides and Plate Booklet.

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VT 010 152 ED 035 753 380
Special Concretes and Field Problems; Instructor's Guide; Pilot Program Edition.

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A Resource Unit for How Our Business System Operates, Teacher's Handbook.

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CHILD CARE WORKERS
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VT 007 721 350
Helping Parents Teach Young Children.

CHILD DEVELOPMENT
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VT 007 721 350
Helping Parents Teach Young Children.

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COLLEGE PROGRAMS
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COMPUTERS
VT 009 740 372
Electrical Maintenance Practices 4. Unit XXIII: Getting Acquainted with Computers.
VT 009 743 373
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CONSUMER ECONOMICS
VT 000 388 348
Working Material in Teaching Family Finance.
VT 009 197 351
Consumer Finance School Library Kit.
VT 009 924 353
Consumer Education (Transparency Masters), II.

CONSUMER EDUCATION
VT 000 385 348
Guidelines for Teaching Personal and Family Money Management in Junior and Senior High School Homemaking Classes.
VT 000 388 348
Working Material in Teaching Family Finance.
VT 009 197 351
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VT 009 924 353
Consumer Education (Transparency Masters), II.
VT 010 095 354
Consumer Education: Elementary, Intermediate, Junior High Schools.

COOPERATIVE EDUCATION
VT 000 890 349
A Sample Wage Earning Training Program for--Alteration Women (Ladies' Ready-to-Wear).
VT 009 625 323
Coordinating Experience Programs in Agricultural Education.
VT 009 672 365
Industrial Cooperative Training; Curriculum Guide.
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VT 009 968 338
Suggested Guide for Cooperative Office Education and Data Processing.

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VT 009 924 353
Consumer Education (Transparency Masters), II.

CURRICULUM DEVELOPMENT
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Home Economics Curriculum Guide in Program Planning.
VT 006 798 321
Course of Study Information Found in Summaries of Studies in Agricultural Education.
VT 008 480 350
Colorado Program Planning Guide for Home Economics Education.
VT 009 931 ED 034 877 346
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VT 010 138 ED 035 746 385
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Practical Arts Guide, Grades 7 and 8.
VT 000 125 340
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VT 009 778 326
Vocational Agriculture Training Programs: Safe Tractor Operation, Safe Farm Machinery Operation.

VT 009 801 374
Power Press Toolsetters Safety Training Course.

VT 009 829 326
Controls for Automation in Agriculture, Student Handbook.

VT 009 834 326
Ornamental Horticulture Source Units for Vocational Teachers.

VT 009 844 326
National Forest Log Scaling Handbook. Amendment No. 1.

VT 009 854 374
Curriculum Guide for Vocational Carpentry.

VT 009 858 327
Basic Electricity and Practical Wiring Lessons; Student's Manual.

VT 009 859 327
Basic Electricity and Practical Wiring Lessons; Teacher's Manual.

VT 009 860 327
Horticulture. Unit (Module): Vegetative Propagation.

PAGE

VT 009 861 327
Plant Science; Unit (Module): Soil in Relation to Crops.

VT 009 863 328
Vegetable Production.

VT 009 869 374
Curriculum Guide for Trades and Industries Machine Shop Programs.

VT 009 870 353
Home Economics Occupational Programs (Transparency Masters and Instructions).

VT 009 871 328
Selecting, Fitting and Showing Beef and Swine.

VT 009 872 328
Selecting, Fitting and Showing Beef and Swine. (Transparency Masters).

VT 009 873 385
A Bibliography of Library Materials for Vocational-Technical Programs in Community Colleges.

VT 009 877 341
Color Wheel (Transparency Masters).

VT 009 880 342
Salesmanship (Transparency Masters).

VT 009 889 328
Reading the Micrometer; Teacher Information.

VT 009 890 375
Reading the Micrometer; Student Worksheets.

VT 009 897 342
Distributive Education IA Suggested Teaching Calendar.

VT 009 898 328
Farm Electrification Teaching Guide I; Farm Better Electrically.

VT 009 900 375
Curriculum Guide for Trades and Industries Electricity Programs.

VT 009 924 353
Consumer Education (Transparency Masters), II.

VT 009 925 375
Commercial Art; Suggested Basic Course Outline.

VT 009 926 375
Welding; Suggested Basic Course Outline.

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VT 009 931 ED 034 877 346
Health Occupations Curriculum Development: In Search of A More Powerful Curriculum.

VT 009 949 329
Career Opportunities in Agricultural Sales and Service (Transparency Masters).

VT 009 950 329
Business Procedures (Transparency Masters).

VT 009 951 342
Channels of Distribution (Transparency Masters).

VT 009 956 329
Supervised Occupational Experience Program (Transparency Masters).

VT 009 957 329
Organizations and Functions of Agricultural Business (Transparency Masters).

VT 009 966 376
Supervisory Personnel Development; Techniques of Supervising People.

VT 009 967 338
Business and Marketing Education Guide.

VT 009 968 338
Suggested Guide for Cooperative Office Education and Data Processing.

VT 009 971 353
A Curriculum Guide for Home Economics in New Hampshire Grades 7-12.

VT 009 977 338
Cooperative Business Education in Florida's High Schools.

VT 009 981 330
Farm Utility Buildings; Designs, Materials, and Plans.

VT 009 982 330
Understanding and Measuring Horsepower: Motors, Engines, and Tractors.

VT 009 999 330
Future Farmers of America; Unit (Module): The Organization and Operation of the FFA Chapter.

VT 010 000 330
Soils; Unit (Module): Physical Properties of Soil.

PAGE

VT 010 001 331
Soils; Unit (Module): Using Fertilizers and Other Soil Building Materials.

VT 010 002 331
Future Farmers of America; Unit (Module): Developing Qualities of Democratic Leadership.

VT 010 003 331
Forestry; Unit (Module): The Resource.

VT 010 004 331
Forestry; Unit (Module): Growth of Trees.

VT 010 005 332
Forestry; Unit (Module): Establishing Trees.

VT 010 006 332
Forestry; Forest Protection.

VT 010 007 332
Forestry; Unit (Module): Managing Woodland.

VT 010 008 332
Forestry; Unit (Module): Forest Measurements.

VT 010 009 332
Forestry.

VT 010 017 346
The Allied Medical Development Project, Forest Park Community College.

VT 010 019 376
Concrete Manual; A Manual for the Control of Concrete Construction.

VT 010 027 354
Management Services.

VT 010 028 333
AGDEX; A System for Classifying, Indexing, and Filing Agricultural Publications.

VT 010 029 376
Sewage Works Operation.

VT 010 031 376
Building Trades; Suggested Basic Course Outline.

VT 010 032 376
Fire Protection Administration; Suggested Basic Course Outline.

VT 010 033 377
The Sewerage System Construction and Operation.

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VT 010 034 377
Sewage Treatment.

VT 010 035 333
Effective Radio Use; A Self-Instructional Course.

VT 010 037 377
Vocational and Industrial Education; A Teachers Guide.

VT 010 038 377
Fire Department Pump and Accessories.

VT 010 044 333
Tobacco; Unit (Module): Planning to Grow Tobacco.

VT 010 045 333
Tobacco; Unit (Module): Growing Tobacco.

VT 010 046 333
Tobacco; Unit (Module): Producing Tobacco Plants.

VT 010 047 334
Tobacco; Unit (Module): Harvesting, Housing, Curing, Stripping and Marketing Tobacco.

VT 010 048 334
Farm Animals; Unit (Module): Feeding Livestock.

VT 010 049 334
Farm Animals; Unit (Module): Hog Production.

VT 010 055 378
Radio and Television Servicing; Suggested Basic Course Outline.

VT 010 056 342
Customer Courtesy.

VT 010 088 378
Electrical Trades; Suggested Basic Course Outline.

VT 010 089 378
Automobile Mechanics; Suggested Basic Course Outline.

VT 010 091 378
Printing Trades; Suggested Basic Course Outline.

VT 010 095 354
Consumer Education: Elementary, Intermediate, Junior High Schools.

VT 010 138 ED 035 746 385
Review and Synthesis of Research: Analysis for Curriculum Development in Vocational Education.

PAGE

VT 010 139 379
Laboratory Manual (For Concrete Instruction Course); Instructor'sGuide, Pilot Program Edition.

VT 010 140 379
Concrete in the Field-I; Instructor's Guide; Pilot Program Edition.

VT 010 141 ED 035 749 379
Concrete in the Field-II; Instructor's Guide; Pilot Program Edition.

VT 010 150 ED 035 751 380
Principles of Concrete, Instructor's Manual; Pilot Program Editioon.

VT 010 151 ED 035 752 380
Quality Assurance; Instructor's Guide; Pilot Program Edition.

VT 010 152 ED 035 753 380
Special Concretes and Field Problems; Instructor's Guide; Pilot Program Edition.

VT 010 357 385
Helps in Mastering Parliamentary Procedure.

VT 010 424 334
Meat Cuts (Overhead Transparency Masters).

VT 010 427 ED (See Jun '70 RIE) 385
Abstracts of Instructional Materials in Vocational and Technical Education and Abstracts of Research and Related Materials in Vocational and Technical Education; Annual Index. 1968-69.

VT 010 829 386
Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Winter 1969.

VT 010 834 386
Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Winter 1969.

CONVERSION OF DOCUMENT NUMBER INDEX

VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS[2]

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[1] This index is cumulated annually beginning with the Fall issue of ARM.

[2] Any document with an MP number is available from EDRS by using the appropriate MP number.

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ED 036 652	VT 010 427

SOURCE LIST[1]

ALABAMA
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California State Polytechnic College
San Luis Obispo, California 93401

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207 State Services Building
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Agriculture Education Section
Colorado State University
Fort Collins, Colorado 80521

---

[1] A cumulative list of instructional laboratories and agencies that have printed copies of materials for sale.

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Colorado State Department of Health
4210 E. 11th Avenue
Denver, Colorado 80220

Office of Instructional Services
Division of Elementary and Secondary Education
Colorado State Department of Education
Denver, Colorado 80203

CONNECTICUT

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State Department of Education
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One Parkland Drive
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Tallahassee, Florida 32304

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State Department of Education
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620 North Michigan Avenue
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American Society of Radiologic Technologists
645 N. Michigan Avenue
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Farm Electrification Council
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19-27 North Jackson Street
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Delco-Remy
Anderson, Indiana 46011

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Indiana State University
Terre Haute, Indiana 47809

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Publication Service
Haskell Institute
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2441 North Calvert Street
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9650 Rockville Pike
Bethesda, Maryland 20014

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Silver Springs, Maryland 20910

MASSACHUSETTS

General Radio Company
Baker Avenue
West Concord, Massachusetts 01781

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25 Union Street
Worchester, Massachusetts 01608

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Automative Electric Association
16223 Meyers Road
Detroit, Michigan 48235

Department of Family Life Education
Wayne State University
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6475 Dubois Street
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14890 Penrod Avenue
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326 Erickson Hall
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Correlated and Pre-Technical Programs
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Brooklyn, New York 11217

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Mountainview Avenue
Albany, New York 12205

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Department of Public Information
New York Stock Exchange
11 Wall Street
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570 Lexington Avenue, Room 801
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630 Ninth Avenue
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73-45 Woodhaven Boulevard
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Food Service Guides
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Rocky Mount, North Carolina 27801

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Education
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Office of Vocational Education
State Department of Education
Columbia, South Carolina 29201

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Education
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State Department of Education
Columbia, South Carolina 29201

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Brookings, South Dakota 57006

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Pierre, South Dakota

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308 Morgan Hall
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Technical Education
Room 205, Cordell Hull Building
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Murfreesboro, Tennessee 37130

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Agricultural Education Teaching
Materials Center
Texas Agricultural and Mechanical
University
College Station, Texas 77843

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Dallas, Texas 75204

Industrial Education Department
Division of Extension
The University of Texas
Austin, Texas 78712

Instructional Materials Laboratory
Distributive Education Department
Division of Extension
The University of Texas
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Petroleum Extension Service
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University of Texas
Austin, Texas 78712

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136 East South Temple
Salt Lake City, Utah 84111

Utah State Board of Education
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Salt Lake City, Utah 84111

VIRGINIA

Agricultural Education Service
State Department of Education
Richmond, Virginia 23216

The Air-Conditioning and Refrigeration
Institute
1815 North Fort Myer Drive
Arlington, Virginia 22209

Business Education Service
State Department of Education
State Office Building
Richmond, Virginia 23216

Clearinghouse for Federal Scientific
and Technical Education
U.S. Department of Commerce
5285 Port Royal Road
Springfield, Virginia 22151

Future Farmers Supply Service
Alexandria, Virginia 22306

Structural Clay Products Institute
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McLean, Virginia 22101

WASHINGTON

Department of Agricultural Education
Washington State University
Pullman, Washington 99163

SOURCE LIST

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Seattle, Washington 98109

WASHINGTON, D.C.

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National Education Association
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Washington, D.C. 20036

American Nursing Home Association
1346 Connecticut Avenue, N.W.
Washington, D.C.

American Vocational Association, Inc.
1510 H Street, N.W.
Washington, D.C. 20005

Department of Home Economics
National Education Association
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Washington, D.C. 20036

Educational Services Division
National Consumer Finance Association
1000 16th Street, N.W.
Washington, D.C. 20036

Information Clearinghouse on New Careers
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Publications
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Capitol Building
Charleston, West Virginia 25305

WISCONSIN

American Industry Project
Stout State University
Menomonie, Wisconsin 54751

North Central Technical Institute
P.O. Box 750
River Drive
Wausau, Wisconsin 54401

CANADA

Information Division
Canada Department of Agriculture
Ottawa, Ontaric

ENGLAND

British Association for Commercial and Industrial Education
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Construction Industry Training Board
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London Road
Norbury, London S.W. 16, England

Electricity Supply Industry Training Board
30 Millbank
London, W.S. 1, England

Knitting, Lace and Net Industry Training Board
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Publications Officer
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Scocks Green, Birmingham 27, England

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3	Research and Development Priorities in Technical Education. May 1967, A Report of a National Research Planning Conference in Technical Education, January 10-11, 1967. 34 p.	o	ED 013 888 Mar. '68 RIE
4	Review and Synthesis of Research in Agricultural Education. August 1966. 140 p.	1.50	ED 011 562 Oct. '67 RIE
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6	Review and Synthesis of Research in Distributive Education. August 1966. 212 p.	o	ED 011 565 Oct. '67 RIE
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9	Review and Synthesis of Research in Technical Education. August 1966. 69 p.	1.50	ED 011 559 Oct. '67 RIE
10	Review and Synthesis of Research in Trade and Industrial Education. August 1966. 76 p.	o	ED 011 560 Oct. '67 RIE
11	The Emerging Role of State Education Departments with Specific Implications for Divisions of Vocational-Technical Education. (National Conference on State Dept. Leadership in Vocational Education, February 27-March 2, 1967) 1967. 395 p.	o	ED 016 870 July '68 RIE
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4	National Vocational-Technical Education Seminar on the Development and Coordination of Research by State Research Coordinating Units. 1966. 72 p.	o	ED 011 042 Aug. '67 RIE
5	A Report of the Business and Office Education Research Planning Conference. The Proceedings, Synthesis, Recommended Research Projects, and Papers. 1966. 116 p.	o	ED 013 304 Feb. '68 RIE
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